Notice: The following agenda describes the issues that the Board plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a description of actions and deliberation of the Board.

8:00 A.M.

AGENDA

CALL TO ORDER – ROLL CALL – OPEN SESSION

A. Adoption of the Agenda (1-4)

B. Approval of the Minutes of December 8, 2016 (5-11)

C. Education and Examination Matters – Discussion and Consideration (12-249)
   1 George Williams College of Aurora University, Williams Bay, Wisconsin (12-248)
      a. Request to Admit Nursing Students to the Pre-Licensure BSN Program – Revised December 20, 2016
   2 Globe University East, Madison, Wisconsin (249)

D. Administrative Matters – Discussion and Consideration (250-257)
   1 Election of Officers
   2 Appointment of Liaisons and Delegated Authorities
   3 Staff Updates
   4 Board Member Recusal (256-257)
   5 Board Member – Term Expiration Date
      a. Paul Abegglen – 7 1 201
      b. Jodi Johnson – 7 1 201
      c. Maria Joseph – 7 1 2013
      d. Peter alio – 7 1 201
      e. Sheryl rause – 7 1 201
      f. Lillian Nolan – 7 1 201
      g. Luann Skarupka – 7 1 2017
      h. Cheryl Streeter – 7 1 2017
      i. vacant Professional Member

E. Legislative and Administrative Rule Matters – Discussion and Consideration
   1 Update on Legislation and Pending or Possible Rulemaking Projects
F. **Controlled Substances Committee Report – Discussion and Consideration (258)**
   1. Guidelines: Best Practices for Prescribing Controlled Substances

G. **Speaking Engagements, Travel, or Public Relations Requests (259-260)**
   1. 2017 NCSBN Midyear Meeting, March 12-15, 2017 in Salt Lake City, Utah

H. **Information Item(s)**

I. **Discussion and Consideration of Items Received After Preparation of the Agenda**
   1. Introductions, Announcements, and Recognition
   2. Election of Board Officers
   3. Appointment of Board Liaison(s)
   4. Informational Item(s)
   5. Division of Legal Services and Compliance Matters
   6. Education and Examination Matters
   7. Credentialing Matters
   8. Practice Matters
   9. Legislation: Administrative Rule Matters
   10. Liaison Report(s)
   11. Presentations of Petition(s) for Summary Suspension
   12. Presentation of Proposed Stipulation(s), Final Decision(s) and Order(s)
   13. Presentation of Final Decision and Order(s)
   14. Speaking Engagement(s), Travel, or Public Relations Request(s)

J. **Public Comments**

CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigations with administrative warnings (ss. 19.85(1)(b), and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85(1)(f), Stats.); and to confer with legal counsel (s. 19.85(1)(g), Stats.).

K. **Deliberation on Division of Legal Services and Compliance (DLSC) Matters**
   1. **Attorney Amanda Florek**
      a. **Proposed Stipulations, Final Decisions and Orders**
         1. 15 NUR 46 A.D.E. **(261-267)**
         2. 15 NUR 5 R.M.D. **(268-275)**
         3. 15 NUR 634 D.L.D. **(276-282)**
         4. 16 NUR 04 L.J.M. **(283-290)**
         5. 16 NUR 15 A.O.G. **(291-296)**
         6. 16 NUR 354 S.T.H. **(297-301)**
         7. 16 NUR 406 C.L.T. **(302-306)**
2 Attorney Kim Kluck
   a. Administrative Warnings
      1. 16 NUR 3 1 M.L.D. (307-308)
      2. 16 NUR 4 0 D.C.L. (309-310)
   b. Proposed Stipulations, Final Decisions and Orders
      1. 16 NUR 381 (M.L.D.) (307-308)
      2. 16 NUR 490 (D.C.L.) (309-310)
   c. Proposed Stipulations, Final Decisions and Orders
      1. 15 NUR 096 (D.P.G.) (311-315)
      2. 15 NUR 517 (M.J.H.) (316-321)
      3. 16 NUR 07 D.J.B. (322-329)
      4. 16 NUR 131 S.A. (330-335)
      5. 16 NUR 317 J.A.D. (336-344)
      6. 16 NUR 626 S.L.U. (345-350)
3 Case Closures
4 Monitoring (351-433)
   a. APPEARANCE: Tammy Mewes, R.N. – Requesting Access to Controlled Substances and Termination of Direct Supervision (353-368)
   b. Andrea Eminski, R.N. – Requesting Full Licensure (369-392)
   c. Brian Reynolds, R.N. – Requesting Termination of Direct Supervision and Ability to Work in Pool or Agency Setting (393-418)
   d. Colette Trotta, R.N. – Requesting Written Confirmation of Full Reinstatement (419-433)
   e. Deliberation on Credentialing Matters
M. Deliberation of Items Received After Preparation of the Agenda
   1 Professional Assistance Procedure PAP Matters
   2 Division of Legal Services and Compliance Matters
   3 Monitoring Matters
   4 Credentialing Matters
   5 Education and Examination Matters
   6 Administrative Matters
   7 Review of Administrative Warnings
      Proposed Stipulations, Final Decisions and Orders
      Proposed Final Decisions and Orders
   10 Orders Fixing Costs Matters Related to Costs
   11 Petitions for Summary Suspension
   12 Petitions for Designation of Hearing Examiner
   13 Petitions for Re-hearings
   14 Appearances from Requests Received or Renewed
   15 Motions
N. Consult with Legal Counsel

RECONVENE INTO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION
   Voting on Items Considered or Deliberated on in Closed Session, If Voting is Appropriate
O. Board Meeting Process (Time Allocation, Agenda Items) – Discussion and Consideration
   1 Newsletter Review and Update
P. Board Strategic Planning and its Mission, Vision, and Values – Discussion and Consideration
ADJOURNMENT

The next scheduled meeting is February, 2017.
BOARD OF NURSING
MEETING MINUTES
DECEMBER 8, 2016

PRESENT:  Paul Abegglen, Peter allio, Jodi Johnson, Maria Joseph, Sheryl rause, Lillian Nolan, Luann Skarlupka, Cheryl Streeter

STAFF:  Dan Williams, Executive Director  Nila ah Hardin, Bureau Assistant  and other DSPS Staff

CALL TO ORDER
Sheryl rause, ice Chair, called the meeting to order at 00 a.m. A quorum of eight members was confirmed.

ADOPTION OF THE AGENDA

Amendments to the Agenda

- Added under item J: 3) Attorney Sandy Nowak, a. Proposed Stipulation, Final Decision and Order, 1. 12 NUR 438 (S.M.M.) Pages 377-385
- Added under item B: Clearinghouse Report on CR 16-071
- Corrected under item E.1: NCLE to NCLEX

MOTION:  Paul Abegglen moved, seconded by Maria Joseph, to adopt the agenda as amended. Motion carried unanimously.

8:00 A.M.: PUBLIC HEARING ON CLEARINGHOUSE RULE 16-071 RELATING TO EXAMINING COUNCILS

MOTION:  Peter allio moved, seconded by Luann Skarlupka, to reject Clearinghouse comment number 4.a and to accept all remaining Clearinghouse comments for Clearinghouse Rule 16-071 relating to Examining Councils. Motion carried unanimously.

MOTION:  Lillian Nolan moved, seconded by Paul Abegglen, to authorize Sheryl rause to approve the Legislative Report and Draft for Clearinghouse Rule 16-071 relating to examining councils for submission to the Governor’s Office and Legislature. Motion carried unanimously.

APPROVAL OF MINUTES OF NOVEMBER 10, 2016

Amendments to the Minutes

- Page 3: Correct and to closed to read and to close

MOTION:  Peter allio moved, seconded by Luann Skarlupka, to approve the minutes of November 10, 2016 as amended. Motion carried unanimously.
ADMINISTRATIVE MATTERS

MOTION:  Peter Kallio moved, seconded by Maria Joseph, to appoint Luann Skarlupka to the Board of Nursing Controlled Substances Committee. Motion carried unanimously.

MOTION:  Lillian Nolan moved, seconded by Jodi Johnson, to appoint Peter Kallio to the Controlled Substances Board as per Wis. Stat.s §15.405 5g. Motion carried unanimously.

MOTION:  Cheryl Streeter moved, seconded by Maria Joseph, to thank Jeff Miller for his dedicated service to the Board of Nursing and the State of Wisconsin. Motion carried unanimously.

EDUCATION AND EXAMINATION MATTERS

Analysis of NCLEX Pass Rates and Plan of Remediation

Herzing University – Brookfield and Kenosha

MOTION:  Peter Kallio moved, seconded by Maria Joseph, to approve the plan to meet the NCLEX first time pass rate standards of Herzing University – Brookfield and Kenosha. Motion carried unanimously.

MOTION:  Peter Kallio moved, seconded by Luann Skarlupka, to acknowledge and thank Deborah Ziebarth and Pat Edwards from Herzing University – Brookfield and Kenosha for their appearance before the Board. Motion carried unanimously.

PUBLIC COMMENTS

MOTION:  Lillian Nolan moved, seconded by Luann Skarlupka, to designate Peter Kallio to represent the Board of Nursing for Wisconsin Coalition for Prescription Drug Abuse Reduction matters. Motion carried unanimously.
CLOSED SESSION

MOTION: Cheryl Streeter moved, seconded by Jodi Johnson, to convene to closed session to deliberate on cases following hearing s. 1. 51 a , Stats. to consider licensure or certification of individuals s. 1. 51 b , Stats. to consider closing disciplinary investigation with administrative warning ss.1 . 51 b , Stats. and 440.205, Stats. to consider individual histories or disciplinary data s. 1 . 51 f , Stats. and, to confer with legal counsel s.1 . 51 g , Stats. Sheryl Rause, Vice Chair, read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call vote Paul Abegglen-yes Jodi Johnson-yes Maria Joseph-yes Peter Kallio-yes Sheryl Rause-yes Lillian Nolan-yes Luann Skarlupka-yes and Cheryl Streeter-yes. Motion carried unanimously.

At this time, all external communication contacts will be terminated for purposes of going into Closed Session.

The Board convened into Closed Session at 8:57 a.m.

RECONVENE TO OPEN SESSION

MOTION: Paul Abegglen moved, seconded by Peter Kallio, to reconvene into open session. Motion carried unanimously.

The Board reconvened into Open Session at 11:51 a.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION

MOTION: Paul Abegglen moved, seconded by Cheryl Streeter, to affirm all motions made in closed session. Motion carried unanimously.

DIVISION OF LEGAL SERVICES AND COMPLIANCE (DLSC) MATTERS

Attorney Amanda Florek

Administrative Warnings

MOTION: Paul Abegglen moved, seconded by Cheryl Streeter, to issue an Administrative Warning in the following matters

1. 15 NUR 601 E.H.J.
2. 15 NUR 601 S.J.M.
3. 16 NUR 017 R.M.

Motion carried unanimously.
Proposed Stipulations, Final Decisions and Orders

MOTION: Jodi Johnson moved, seconded by Peter Kallio, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against

1. 15 NUR 321 A.R.
2. 15 NUR 57 L.L.F.
3. 15 NUR 53 R.A.J.
4. 15 NUR 653 D.J.A.
5. 15 NUR 671 A.T.P.
6. 16 NUR 465 A.M.G.

Motion carried unanimously.

14 NUR 383 – L.C.H.

MOTION: Jodi Johnson moved, seconded by Luann Skarlupka, to reject the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Lisa Hofschul, R.N., DLSC Case No. 14 NUR 383. Motion carried unanimously.

DLSC Attorney Kim Kluck

Administrative Warning

16 NUR 203 – M.L.S.

MOTION: Paul Abegglen moved, seconded by Cheryl Streeter, to issue an Administrative Warning in the matter of 16 NUR 203 M.L.S. Motion carried unanimously.

Proposed Stipulations, Final Decisions and Orders

MOTION: Paul Abegglen moved, seconded by Peter Kallio, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against

1. 15 NUR 415 L.A.B.
2. 15 NUR 557 R.
3. 15 NUR 670 G.D.T.
4. 16 NUR 14 S.L.R.
5. 16 NUR 30 C.L.S.
6. 16 NUR 407 S.R.C.

Motion carried unanimously.

DLSC Attorney Sandy Nowak

12 NUR 438 – Stephanie McMillen, R.N.

MOTION: Paul Abegglen moved, seconded by Peter Kallio, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Stephanie McMillen, R.N., DLSC Case No. 12 NUR 43. Motion carried unanimously.
Case Closures

MOTION: Peter Kallio moved, seconded by Lillian Nolan, to close the DLSC cases for the reasons outlined below:
1. 15 NUR 673 – Prosecutorial Discretion P6
2. 16 NUR 17 C.S.B. – Insufficient Evidence
3. 16 NUR 237 – Prosecutorial Discretion P3
Motion carried unanimously.

Monitoring

Amanda Addison, R.N., A.P.N.P. – Requesting Termination of Suspension

MOTION: Peter Kallio moved, seconded by Paul Abegglen, to grant the request to terminate the suspension of Amanda Addison, R.N., A.P.N.P. and deny the request for full licensure. **Reason for Denial:** Pursuant to the terms of the ORDER 004 04 dated 0 0 2016. The Board modifies ORDER 004 04 to grant a limited license with terms as recommended in the fitness to practice evaluation. Motion carried unanimously.

MOTION: Paul Abegglen moved, seconded by Peter Kallio, to designate the Monitoring Liaison to approve the terms of the limited license to be issued to Amanda Addison, R.N., A.P.N.P. Motion carried unanimously.

Tammy Finley, R.N. – Requesting Full Licensure

MOTION: Paul Abegglen moved, seconded by Luann Skarlupka, to deny the request of Tammy Finley, R.N. for full licensure. **Reason for Denial:** Failure to demonstrate continuous and successful compliance. Respondent needs to fully comply with the complete terms and conditions of the original Board Order 02 12 2015. Motion carried unanimously.

Tamera Pickhard, R.N. – Requesting Full Licensure

MOTION: Peter Kallio moved, seconded by Lillian Nolan, to deny the request of Tamera Pickhard, R.N. for full licensure. **Reason for Denial:** The Board modifies the original Board Order 07 10 2014 to require one year of satisfactory quarterly work reports while working in a role requiring R.N. licensure. Motion carried unanimously.

Joan Schiefelbein, R.N. – Request to Surrender License

MOTION: Peter Kallio moved, seconded by Cheryl Streeter, to grant the request of Joan Schiefelbein, R.N. to surrender license. Motion carried unanimously.
Scott Strube, R.N. – Requesting Several Modifications

MOTION: Peter allio moved, seconded by Lillian Nolan, to grant the request of Scott Strube, R.N. for access to controlled substances and reduction in AA NA meetings to one meeting per week and deny all other requests. **Reason for Denial:** Respondent needs to practice nursing under the conditions of the modified Board Order before the Board will consider amending other requirements. Motion carried unanimously.

(Jodi Johnson was excused from the meeting at 11:44 a.m.)

Tiffany Terry, R.N. – Requesting Full Licensure

MOTION: Cheryl Streeter moved, seconded by Peter allio, to grant the request of Tiffany Terry, R.N., for full licensure. Motion carried unanimously.

Laura Wood, R.N. – Requesting Full Licensure

MOTION: Peter allio moved, seconded by Cheryl Streeter, to grant the request of Laura Wood, R.N. for full licensure. Motion carried unanimously.

CREDENTIALING MATTERS

Nancy Monfiston – Licensed Practical Nurse Application

MOTION: Luann Skarlupka moved, seconded by Cheryl Streeter, to deny the request for permission to take the NCLEX exam of Nancy Monifiston. **Reason for Denial:** Wis. Stat. 441.07 1g f Wis. Admin. Code s. N 2.12 3 b. Motion carried unanimously.

BOARD STRATEGIC PLANNING AND ITS MISSION, VISION, AND VALUES

MOTION: Lillian Nolan moved, seconded by Luann Skarlupka, to remind DLSC staff of the following motions made earlier this year

**MOTION:** Cheryl Streeter moved, seconded by Peter allio, to acknowledge receipt of the 2015 Division of Legal Services and Compliance DLSC Statistics Report and request the next annual report by March 1, 2017. Motion carried unanimously.

**MOTION:** Peter allio moved, seconded by Jodi Johnson, to request DSPS staff include in the 2016 Division of Legal Services and Compliance DLSC Statistics Report a five year statistical summary of all categories included on the report. Motion carried unanimously.

ADJOURNMENT
MOTION: Peter Kallio moved, seconded by Maria Joseph, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 12:15 p.m.
George Williams College of Aurora University

Williams Bay, Wisconsin

Request to Wisconsin State Board of Nursing to Admit Students to the Pre-Licensure BSN Program – Revised December 20, 2016

Brenda Shostrom, PhD, RN
GEORGE WILLIAMS COLLEGE OF AURORA UNIVERSITY| 350 CONSTANCE BLVD, WILLIAMS BAY, WI 53191
December 20, 2016

Wisconsin Board of Nursing
Wisconsin Department of Safety and Professional Services
1400 E. Washington Ave.
P.O. Box 8366
Madison, WI 53708
Attention: Dan Williams, Executive Director

Dear Board Members:

I am writing to request authorization to admit students to the pre-licensure BSN degree program at George Williams College of Aurora University. In March, 2016 we were granted authorization by the board to plan a pre-licensure BSN degree program at George Williams College. In October we submitted a proposal for authorization to admit students to this program. The proposal was denied at the November meeting of the board. We appreciate your commitment to nursing education and to the citizens of the state of Wisconsin, and acknowledge the importance of your concerns. We have revised our proposal to address your concerns and have provided more detail.

As a result of your feedback in November we removed all communications that indicated that we are in the process of admitting students to the new BSN degree program. We have been clear in all recruitment efforts that admission to the Pre-Licensure BSN Degree Program cannot occur until we receive authorization from the Wisconsin Board of Nursing. Further, we have clarified our admission timeline and policy which are both included in the document. In order to address your concerns regarding the recruitment of qualified faculty, we have created a specific staffing plan for the first year, along with a contingency plan in the event that recruitment of qualified faculty is not successful. Finally, we have addressed multiple other details that relate to specific questions that were asked by board members in November.

Thank you for this opportunity to address your concerns and to provide additional information to better describe our program and our commitment to the nursing profession, our students, and excellence in nursing education.

Sincerely,

[Signature]
Brenda L. Shostrom, PhD, RN
Executive Director, School of Nursing and Allied Health
Aurora University
630-844-5135
bshostrom@aurora.edu
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BOARD OF NURSING

REQUEST FOR AUTHORIZATION TO ADMIT STUDENTS TO A NURSING SCHOOL

After authorization to plan a nursing school is granted by the Board of Nursing to an institution, the institution must submit a request to the Board for authorization to admit students to the nursing school; the application must include all of the following:

(1) Verification of employment of an educational administrator meeting the qualifications in N 1.08 (2) including the following:
   • Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered
   • Graduate degree with a major in nursing
   • Knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation and either educational preparation or 2 years experience as an instructor in a nursing education program within the last 5 years
   • Current knowledge of nursing practice

(2) Evidence of faculty meeting the qualifications in N 1.08(3) including the following:

   A) For Professional Nursing Faculty:
      • Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered
      • Graduate degree with a major in nursing; interprofessional faculty teaching non-clinical nursing courses must have advanced preparation appropriate for the content being taught.

   B) For Practical Nursing Faculty:
      • Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
      • Baccalaureate degree with a major in nursing.

(3) School’s philosophy and objectives

(4) Overview of curriculum including all of the following:
   • Content
   • Course sequence
   • Course descriptions
   • Program evaluation plan
   • Course syllabi for the first year and plan for subsequent years

(5) Verification of establishment of student policies for admission, progression, retention and graduation

(6) Updated timeline for implementing the program and intended date for entry of the first class
(7) Verification of students’ ability to acquire clinical skills by providing all of the following:
   - Letter of intent or contracts from clinical facilities securing clinical opportunities and
documentation of the facility type, size, number of beds, and type of patients.
   - Documentation of simulation equipment and experiences.

The Board will make a decision on the application to admit students within two months of receipt of the
completed application and notify the institution of the action taken on the application. Once a school receives
authorization to admit, the school may begin admitting students while seeking to obtain program approval.
Withdrawal of authorization may occur if the school fails to meet and maintain standards in N 1.08.

To apply for authorization to admit students, submit the following required items to
depsexaminationoffice@wisconsin.gov:
   (1) Form #1114 for each faculty member and for the program educational administrator
   (2) A written proposal addressing items three (3), four (4), five (5) and six (6) above.
   (3) Form #1004 for each clinical facility

Institution applying for authorization to admit students:

Name of School: George Williams College of Aurora University

Address: 350 Constance Blvd., P. O. Box 210

Williams Bay, Wisconsin  53191

Nursing Program(s) (ADN, BSN, Other): BSN

Dr. Brenda Shostrom  Executive Director, School of Nursing
Nursing Educational Administrator

Title

December 20, 2016

Signature

Date

1-630-844-5135

Email Address

bshostrom@aurora.edu
Aurora University

Aurora University (AU) is a private, independent, comprehensive institution with enrollment of approximately 5,700 students. Aurora University traces its origins to the 1893 founding of a seminary in the small town of Mendota, Illinois. Though established initially to prepare graduates for ministry, the institution soon adopted a broader mission and moved to a new campus on the western edge of the nearby community of Aurora. With this change came a different name, Aurora College, and a growing enrollment. When World War II ended, the campus population swelled again as veterans enrolled in the college’s innovative evening degree program. The 1970’s and 1980’s saw an expansion of curricular offerings in a number of professional fields and the awarding of advanced degrees in selected disciplines. These changes culminated in the 1985 decision to rechristen the institution of Aurora University.

Today, Aurora University operates two campuses: a campus of 37 acres in Aurora Illinois; and the 137.5-acre George Williams College (GWC) on Geneva Lake in Williams Bay, Wisconsin. Programs are also offered at the Woodstock Center in downtown Woodstock, Illinois, and the Orchard Center near the interchange of I-88 and Orchard Road in Aurora.

The George Williams College campus is one of the oldest facilities on picturesque Geneva Lake in Williams Bay, Wisconsin. For years, GWC functioned as a training institute for leaders and volunteers in the YMCA movement and as a camp and conference center. The institution affiliated with Aurora University in 1992 and merged with AU eight years later. GWC continues to make meaning of its historic mission of “serving those who serve others” and accordingly, focuses its curriculum in fields such as applied psychology, social work, parks and recreation leadership, and environmental science.

George Williams College is a living learning lab – the ideal setting for an integrated, experiential education. Here students graduate with a resume, not just a diploma. Our picturesque setting (just two hours from downtown Chicago and one hour from Milwaukee or Madison, Wisconsin) offers numerous opportunities for volunteerism, internships, and social entrepreneurial ventures – key experience sought by employers. For over a century, George Williams College has prepared graduates to take their place among society’s leaders in health and human service professions. Often we summarize this purpose by saying that the college exists “to serve those who serve others.” And so we find our most meaningful educational opportunities at the intersection where our students’ sense of calling, our faculty and staff’s expertise, and our society’s great needs meet. It is in this spirit that the university decided to expand the academic offerings on our Geneva Lake campus to include a Bachelor of Science in Nursing (BSN) curriculum.

Aurora University is accredited by the Higher Learning Commission to award degrees at the baccalaureate, master’s, and doctoral levels (Appendix A). On the Aurora campus, AU offers academic programs through the College of Arts and Sciences, the Dunham School of Business and Public Policy, the School of Nursing and Allied Health, the School of Education and Human Performance, and the School of Social Work. On the Aurora campus, AU offers more than 40 undergraduate academic programs and a wide variety of graduate degrees, certificates, and endorsements. Undergraduate students participate in a wide range of on- and off-campus learning experiences. Students participate in more than 60 musical, literary, religious, social, and service organizations and play active roles in campus governance. The university also fields 21 NCAA Division III
intercollegiate athletic teams. At Aurora University, we frequently describe ourselves as a private institution with a public purpose. Our goal is to prepare students for meaningful careers in fields or disciplines where needs of society are great.

School of Nursing and Allied Health

The School of Nursing and Allied Health is recognized as one of the finest in the Chicago area. In addition to providing baccalaureate and master’s nursing education, the school offers registered nurses with associate degrees or diplomas, an online option for completing their BSN. The baccalaureate nursing program was initially accredited by the Commission on Collegiate Nursing Education (CCNE) on September 22, 2000. In spring 2010, Aurora University School of Nursing successfully participated in an onsite program evaluation as part of the CCNE reaccreditation process that resulted in the Board of Commissioners granting re-accreditation of the baccalaureate degree program in nursing for a term of 10 years (Appendix B). The NCLEX first time unofficial pass rate for 2016 is 96.8% (with all students accounted for), and was 94% in 2015.

The RN-BSN degree completion program has been available in Williams Bay for several years and we now seek to launch the BSN program in the fall of 2017. The journey to the launch of a full Pre-Licensure BSN Degree Program at GWC has involved several strategic steps. Science laboratories and classroom renovations necessary to support this science-rich major were completed in the last two years. Also, state-of-the-art simulation and skills laboratories have been built for GWC to provide student nurses and their faculty with a cutting-edge learning and teaching environment.

Educational Administrator Qualifications

As Executive Director of the School of Nursing and Allied Health, Dr. Brenda Shostrom serves as the Chief Nursing Administrator for all nursing programs of Aurora University, including George Williams College. Dr. Shostrom reports directly to the Vice President for Academic Affairs, Dr. Frank Buscher, who reports directly to Aurora University President, Dr. Rebecca Sherrick.

Dr. Shostrom is a registered nurse in the states of Illinois and Wisconsin, who completed a BSN from Washburn University, an MS in nursing from the University of Minnesota Minneapolis, and a PhD in nursing from Loyola University of Chicago. Dr. Shostrom is an accomplished professor with more than 20 years of experience in higher education. She was awarded the prestigious Charles J. Lynch Outstanding Teacher Award by Coe College in 2008. Aurora University is the third and largest institution where she has served as Chief Nursing Administrator. She has extensive experience in curriculum development, and her most recent curriculum design was published in the Journal of Nursing Education. She also serves as an accreditation site visitor for the Commission on Collegiate Nursing Education (CCNE). Her curriculum vita, Wisconsin nursing license, and Form #1114 are found in Appendix C.

We would like to acknowledge Dr. Grace Peterson, retired long-term Chief Nursing Administrator for Concordia University, who has served as a paid consultant to George Williams College and to Dr. Shostrom during the planning process for the new pre-licensure BSN degree program.
Dr. April Folgert is an experienced administrator and academician who will chair the Pre-Licensure BSN Program at George Williams College of Aurora University. She earned her PhD in education, a master’s degree in nursing, and has been licensed in the State of Wisconsin for more than 20 years. Dr. Folgert served as the chair of the Pre-licensure BSN Program at Concordia University and chair of the RN-BSN Completion Program at Cardinal Stritch University. During both terms, she played an integral role in assuring the programs met accreditation and Wisconsin Board of Nursing standards. She is well-versed in curriculum development, program management and assessment, and faculty development. As an experienced nursing faculty member, she developed and taught online and face-to-face content related to community health, nursing research, and leadership at the undergraduate and graduate levels. Dr. Folgert is actively involved in Wisconsin nursing initiatives as President-Elect for the Wisconsin League for Nursing, a member of the Academic Nurse Executives of Wisconsin, and member of the Southeast Wisconsin Nursing Alliance. Her strong teaching, administration, and leadership experience is rooted in Wisconsin, making her an excellent choice for the chair of nursing position at George Williams College of Aurora University. See Appendix D for her qualifications, a copy of her Wisconsin nursing license, and Form #1114.

The terms for Dr. Folgert’s employment at GWC are the same as the chair of the Pre-Licensure BSN Degree Program at the Aurora, Illinois campus. She is a 12-month employee who is required to teach 12 credits per calendar year, and has 12 credits of release time for administration. During the first year, she has been released from teaching responsibilities to focus exclusively on program planning. Her chair responsibilities are solely for the planned Pre-Licensure BSN Program. The face-to-face RN-BSN Program is being phased out and has been managed by another chair since August 2016.

Joining Dr. April Folgert will be two additional nursing faculty members. Two nursing faculty positions have been posted on the GWC website. A copy of these postings may be found in Appendix E. One of the positions will focus on hiring a candidate with a strong medical-surgical background and the other with experience in mental health nursing. A detailed faculty staffing plan has been established in Appendix F.

In planning for the first year of nursing courses, two full-time nursing faculty members who currently serve at Aurora University’s Aurora, Illinois campus, have been solicited to teach nursing courses as alternates to the staffing plan. Melissa Pertl and Gina Panozzo are willing and able to teach if needed. Melissa Pertl is a master’s prepared full-time faculty member with experience teaching junior level nursing courses. She has extensive experience as a nurse case manager and as a teacher. She is in the processes of applying for her Wisconsin nursing license. Gina Panozzo just completed her Doctor of Nursing Practice degree at Rush University and teaches full-time at AU. She has experience in mental health, home health, geriatric nursing, chronic disease management, and community education. Gina has taught mental health nursing theory and clinical as well as physical health assessment. Appendix G contains a copy of her Wisconsin nursing license and Form #1114. If either Ms. Pertl or Dr. Panozzo are required to teach at George Williams College, the course schedule will be arranged so that the course/s they teach are scheduled on one day only. We will not require faculty members to teach at more than one campus on the same day.
In addition to receiving support from full-time faculty at Aurora University’s Aurora, Illinois campus, adjunct instructors have offered assistance. Dr. Grace Peterson serves as an adjunct faculty member in the RN-BSN Program for Aurora University. She has volunteered to teach NUR 3260 – Health Assessment, Education, and Promotion or NUR 3000 – Introduction to Professional Nursing. Dr. Peterson is a registered nurse in Wisconsin. A copy of her license and Form # 1114 may be found in Appendix H. Michelle Allen is a full-time lecturer at Aurora University, who is earning her doctorate degree and is expected to graduate in May, 2017. Both her master’s thesis and her doctoral dissertation are focused on simulation research. She has several years of experience in simulation and plans to seek a full-time tenure-track position at AU upon graduation. Michelle is interested in serving as our simulation/lab expert during the program launch at GWC and will take the lead in training new nursing faculty. She is seeking nursing licensure in Wisconsin. A copy of her curriculum vitae is included in Appendix I.

Nursing Philosophy and Program Outcomes

The mission of the School of Nursing supports the overall mission of Aurora University in providing an inclusive community dedicated to the transformative power of learning. The curricula are built upon the foundation of a liberal arts education to produce a well-rounded individual who exemplifies the University’s values of integrity, citizenship, continuous learning and excellence. Graduates of the Baccalaureate program are prepared to practice professional nursing as fully contributing members to promote, maintain and restore the health of diverse patients in a variety of settings. The BSN curriculum focuses on the development of critical thinking, responses to health, illness and human functioning, nursing interventions and human/environment interaction. Preparation for the various roles in practice requires knowledge of the arts and sciences, together with content and processes foundational to the discipline.

The nursing curricula are built around the themes of caring, health, learning, commitment to human dignity, and nursing. The major concepts upon which the curricula are based are the patient, the nurse, the environment, and health. The themes and concepts are reinforced and revisited through the nursing curricula and are woven through the roles for which the student is prepared. The roles emphasized include that of provider, advocate, educator, manager and researcher.

The following program outcomes provide specific details regarding the focus of the curriculum:

I. Integrate knowledge from the liberal arts and sciences education into one’s professional nursing practice. (Continuous Learning)

II. Demonstrate caring and culturally sensitive behaviors that create an environment of respect for the dignity of patients, families, self and others. (Citizenship and Integrity)

III. Utilize multiple interprofessional and intraprofessional methods of communication to collaborate effectively in delivering safe, patient-centered care throughout the lifespan and in a variety of settings. (Continuous Learning and Excellence)

IV. Articulate a personal philosophy of nursing which guides one’s practice as an educator, researcher, advocate, manager, and provider of care. (Integrity and Excellence)
V. Ethically manage data, information, knowledge, and technology to achieve desired quality outcomes. (Integrity and Excellence)

VI. Integrate scholarly inquiry and research into evidence-based nursing practice. (Integrity, Continuous Learning and Excellence)

VII. Integrate critical thinking and professional values into the clinical decision making process. (Integrity, Continuous Learning and Excellence)

VIII. Perform competently, effectively, and ethically as a baccalaureate nurse to promote, maintain, and restore the health of vulnerable populations. (Integrity, Continuous Learning and Excellence)

IX. Accept responsibility for lifelong learning, global citizenship and service in the nursing profession.

X. Assume a professional nurse leadership role to assure quality nursing practice in the delivery of health services.

Overview of Curriculum

The Pre-Licensure BSN Degree Program curricula was developed by nursing faculty with graduate degrees and the objectives are regularly reviewed by faculty to ascertain accordance with current clinical practice, The Essentials of Baccalaureate Education for Professional Nursing published by the American Association of College of Nursing (AACN), the American Nurses Association (ANA) Standards of Care, and the Illinois and Wisconsin State Boards of Nursing curriculum requirements, and the 2009 Quality and Safety Education for Nurses (QSEN) Competencies. Our goal is to build upon a solid foundation of the liberal arts and sciences by integrating and applying that knowledge throughout the nursing curriculum.

The curriculum design includes two years of general education and pre-requisite coursework, followed by two years of nursing coursework and clinical practice. The four-year plan of study (Appendix J) outlines the course sequence, including the core or distribution requirements, for a total of 123 credits. Pre-Licensure students will be required to complete six science courses prior to admission to the nursing program. These courses, which meet the Wisconsin Curriculum Guiding Competencies, are Biology of the Cells, Principles of Chemistry, Anatomy and Physiology I and II, Microbiology, and Pathophysiology. Nursing students are also required to complete College Algebra and Statistics prior to admission to the Pre-Licensure BSN Degree Program. In total, students complete 60 general education and core requirements prior to staring the nursing core curriculum.

The nursing core curriculum is comprised of four full-time semesters of nursing coursework, accompanied by clinical and lab experiences to extend knowledge into practice. The aim is to prepare competent nursing generalists who are prepared to practice and are committed to lifelong learning. Throughout these four semesters students are mentored in the art and the science of nursing to provide safe, cost-effective patient-centered care to diverse clients, families, and populations across the lifespan. Concepts such as professional responsibilities, legal and ethical issues, trends in nursing and healthcare, the prevention of illness, and the promotion, restoration, and maintenance of health in patients across the lifespan are emphasized throughout the curriculum.
Curricula in the Pre-Licensure BSN Degree Program have been organized to move content and coursework from simple to complex while gradually increasing student expectations with each semester. Appendix K provides the description of each nursing course. Throughout the curriculum skills in writing, oral presentations, and poster presentation are required, and contribute additional ways to assess student learning. These learning experiences will be incorporated into both junior and senior level courses. Individual and group work will be required throughout the curriculum. Cooperative learning as a student-centered instructional method will be incorporated to assist students in developing skills as a nursing leader and member of a multidisciplinary team. Appendix L contains a copy of all first-year nursing course syllabi.

Clinical Practice

Clinical learning experiences were designed to provide opportunities for students to apply learning, and implement principles of safety, evidence-based practice, patient-centered, cultural competency, interprofessional collaboration, continuous quality improvement, and the safe and ethical use of information technology to communicate and support decision-making. Students will participate in seven clinical experiences, for a total of approximately 520 hours of clinical practice, during their junior and senior years. During the first semester, students will spend six hours per week in a long-term-care facility where they will implement fundamental nursing interventions based on evidence-based practice. In addition, they will explore the role of the professional nurse as a provider of care, educator, advocate, and member of the profession. The program has developed partnerships with clinical agencies such as Atrium Post-Acute Care and Senior Living in southern Wisconsin, to provide students opportunities to practice these clinical learning experiences. Discussion with the administrator at Geneva Lake Manor has yielded confirmation that students who enroll in their first semester of nursing courses may participate in clinical practice there on Thursday mornings during the fall 2017 semester. An affiliation agreement with Geneva Lake Manor is in process.

During their second semester students will complete ten hours per week of clinical in an acute care facility for seven weeks (70 hours) and six hours per week for seven weeks in a behavioral health setting. Mercy Healthcare Walworth County and Aurora Lakeland Medical Center offer clinical experiences that afford students the opportunity to focus on analyzing information, implementing fundamental nursing interventions, recognizing patterns of patient needs, and developing therapeutic interpersonal skills. In addition, students will have 42 hours of clinical in a behavioral health setting. We have an active partnership with Centegra Health System and there have been preliminary conversations regarding the 16-bed mental health unit in Woodstock, Illinois for clinical practice. Aurora University’s current contract with Centegra Health System does not include the BSN program, but contract renewal is in process and will include the BSN Program at George Williams College.

In the second year of Pre-Licensure BSN Degree Program, the clinical hours increase. Students will continue to develop their medical-surgical nursing skills while also engaging in 56 hours of pediatric and 56 hours of obstetric clinical experiences. In a conversation with the Chief Nursing Officer at Aurora Lakeland Medical Center, the hospital is developing a new Caesarean Section Suite that will expand opportunities for students to gain clinical experience in obstetrics. Outpatient and community settings such as Aurora Burlington Clinic, Aurora Health Center Walworth, Aurora Health Center Elkhorn, Mercy Elkhorn Medical Center, Williams Bay High School, and Big Foot High School in Walworth are being explored for experiences in pediatrics. One
hundred and eighty (180) clinical hours will be spent at the medical-surgical units at planned locations such as Aurora Healthcare Burlington Memorial Hospital, Atrium Post-Acute Care and Senior Living of Williams Bay. In addition, students will complete 45 hours of community/population health experiences. Multiple clinical practice experiences will be identified in the coming year. Appendix M includes copies of affiliation agreements with clinical partners, Form #1004 for each facility, and a position description for a registered nurse at each site. Additional agreements are being pursued.

Laboratory Experiences

Two state-of-the-art laboratories were developed in the summer of 2016 to facilitate learning and safe practice opportunities to prepare for and supplement clinical practice experiences. Within the new Nursing Center at the George Williams College campus, the skills lab provides space and equipment for students to learn and practice nursing skills using three low-fidelity simulators, and several models to practice specific skills. The simulation lab has three high-fidelity simulators, including a birthing mom, newborn, and school-aged child to whom students may provide care using case scenarios. The birthing mom simulator can be used as an adult for experiences beyond birthing. Interdisciplinary learning activities using simulation are being planned with area hospitals and students enrolled in the social work program at GWC.

In the planned Pre-Licensure BSN Degree Program, simulation is intended to augment clinical experiences, not replace them. Ninety hours of lab and additional hours of simulation experiences will contribute to students’ development of critical thinking through the design of scenarios that may not be replicated within the time-limited clinical practice experiences. Within the simulation lab we can plan scenarios across the lifespan.

NCLEX Success Plan

To assure that our graduates are prepared to complete the NCLEX-RN exam, an NCLEX Success Plan has been developed. The plan includes a grading standard for the nursing department that is higher than that of the parent institution. At the end of the course, letter grades will be awarded as defined in the AU Undergraduate Catalog. The grading scale for the Nursing Department is:

- A  92 - 100
- B  84 - 91
- C  77 - 83
- D  70 - 76
- F  69 and below

In addition, the Pre-Licensure BSN Degree Program has a partnership with Assessment Technologies Institute (ATI) to provide testing across the curriculum, supplementary learning modules, NCLEX predictor exams, an on-site NCLEX review course and individualized on-line mentoring. The tests help to identify strengths and knowledge deficits of individual students and of the class as a whole. Individual student performance that falls below the ATI established benchmark will be identified so that remediation follow up will occur. Program Assessment Committee members will trend data related to achievement scores and make changes to curriculum, in part, based on ATI data.
In the fall of 2015 George Williams College (GWC) began offering the pre-requisite courses that would be necessary for the students to be eligible to apply for the pre-licensure BSN program on the Aurora, Illinois campus. Students were admitted as freshmen students with the understanding that they would transfer to the Aurora, Illinois campus to complete the last two years of their BSN degree program. At that point, there was no definitive decision or specific timeline for if, or when, there would be a Pre-licensure BSN Degree Program option at GWC. While interested students knew that GWC hoped to develop a Pre-licensure BSN Degree Program at some point in time, they were fully informed, willing, and prepared to transfer to the Aurora campus if the BSN program at GWC did not materialize before they were ready to begin their nursing coursework. The four-year plan of study (Appendix J) outlines how students complete pre-requisite courses in their first two years followed by nursing coursework in the last two years. Four of the undergraduate students admitted to GWC in fall 2015 and seven in fall 2016 began their general education and pre-requisite courses at GWC with the intention of applying to the pre-licensure program on the Aurora, Illinois campus during the second semester of their sophomore year. These students continue to work on their general education and pre-requisite courses at GWC.

Nursing Admission

As indicated in the initial timeline for planning a pre-licensure BSN program at George Williams College, we had hoped to begin reviewing applications for admission to the nursing major in January 2017. To date, no applications to the Pre-licensure BSN Degree Program have been received or reviewed, and the initial timeline has been adjusted due to the delayed approval by the Wisconsin Board of Nursing. As indicated in the revised timeline for program development in this document, the application process will begin in January 2017, provided that the Wisconsin Board of Nursing grants approval to admit students at the January board meeting. There are three ways that students can be admitted to the Pre-licensure BSN Degree Program at GWC:

1. **Direct Admission as a Freshman**: (This has not yet occurred at the GWC campus, pending approval from the Wisconsin Board of Nursing). Students may be directly admitted to the BSN Degree Program if they have achieved a high school grade point average (GPA) of 3.2 (unweighted) and an ACT composite score of 23. These students will maintain their status in the BSN program provided they meet the criteria for BSN Degree Program Progression (GPA of 2.75/4.0 score) and completion of all pre-requisite courses with a grade of “C” or higher.

2. **Pre-Nursing Admission to the Pre-licensure BSN Degree Program**: (This has not yet occurred at the GWC campus, pending approval of the Wisconsin Board of Nursing). Students who do not meet the criteria for Direct Admission as a Freshman may enroll in the pre-nursing curriculum and apply for admission to the Pre-Licensure BSN Degree Program during their final semester of pre-nursing coursework. To qualify for admission, students must have a minimum GPA of 2.75/4.0 score, an acceptable TEAS (ATI) score, and completion of all pre-requisite courses with a grade of “C” or higher. Holistic admission criteria will also be considered (see explanation below).

3. **Transfer Admission to the Pre-licensure BSN Degree Program**: (This has not yet occurred at the GWC campus, pending approval from the Wisconsin Board of Nursing). Students may transfer to GWC at any point prior to acceptance into the Pre-Licensure BSN Degree Program and can apply to the
program during their final semester of pre-nursing coursework. Transfer students must meet the same admission criteria, including a minimum GPA of 2.75/4.0 score, acceptable TEAS (ATI) score, and completion of all pre-requisite courses with a grade of “C” or higher. Holistic admission criteria will also be considered (see explanation below).

Holistic Admission Criteria
The American Association of Colleges of Nursing (AACN) encourages nursing education programs to utilize additional admission criteria beyond quantitative data (GPA, test scores, etc.) in order to promote a more diverse healthcare workforce (see the following link for more information http://www.aacn.nche.edu/education-resources/holistic-review). As such, it is our intention to consider factors such as diversity, life experience, academic improvement trends, and demonstrated commitment to the nursing profession as additional criteria in selecting applicants. For example, if an applicant’s GPA was below 2.75/4.0 score because of poor performance early in their academic history, but the student had shown consistently high performance in key courses at a later time, that would be taken into consideration. Likewise, if a student performed poorly on standardized tests, but achieved high scores in key academic courses, that would be taken into consideration. If admission is competitive, these additional criteria will also be used to establish a robust and diverse cohort. While these criteria will be utilized in evaluating applications for admission, they will not be used to alter progression standards.

Progression Criteria
To be eligible for progression to successive courses in the nursing major, students must achieve a grade of “C” or above in ALL nursing courses and required pre-requisite and co-requisite courses. A student who receives one unsatisfactory grade (or Withdraw) may repeat the course one time. A student who has two unsatisfactory attempts (and/or Withdraws) in nursing at any time during the program, in either the same course or in separate courses, will be dismissed from the Pre-Licensure BSN Degree Program. Students must also meet the following criteria:

1. Achieve a minimum average of 77% on test grades for all theory courses. If the average of the test score for a course falls below 77%, the student will receive the exam average as the course grade.
2. Remain current on all clinical requirements with evidence documented using Castle Branch.
3. Complete all nursing courses within four (4) years.

Policies specific to program withdrawal, repeating courses, and petitioning for re-entry into the pre-licensure program will be specified in the program’s student handbook.

Program Retention and Graduation

Retention Initiatives
The retention of students who meet the admission requirements for the planned Pre-Licensure BSN Degree Program is a high priority for Aurora University, George Williams College, and the nursing department faculty. Since the inception of GWC’s undergraduate programming, the student retention rate has been extraordinarily high. This is attributed to the close-knit community of learning that is fostered at GWC. The retention rate of GWC freshmen who were admitted fall 2015 to their sophomore year was 100%
Our goal is to enroll 32 junior level nursing students to the major in fall, 2017 with three full-time faculty who will provide academic support to students in the program. During their junior year students also participate in an assessment, advising and mentoring process at the university called the Junior Mentoring Program. Students will demonstrate their learning to this point in the curriculum through campus-wide assessment. They receive guidance in relation to their final two years of study, including ways they can broaden their experiences or strengthen their skill sets. Attention is given to the steps students need to take to pursue their interests beyond college, whether in their lives, careers or graduate study. Students also receive one-on-one mentoring with faculty in their major.

Graduation Policy

A student who graduates from George Williams College of Aurora University with a baccalaureate degree will have met the following requirements:

1. Completion of all requirements for an approved major (with no grades lower than “C”).
2. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   a) At least 52 semester hours completed at a senior college.
   b) Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   c) Upper Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
3. Completion of all General Education requirements (with no grades lower than “C”), as follows:
   a) Mathematical competency requirement
   b) ENG1000: Introduction to Academic Writing
   c) IDS1610: Being Human: Ethics and Morality
   d) IDS2020: Trajectories of Human History OR IDS2030: Science and Society
   e) IDS3040: Global Justice
   f) Satisfactory participation in the junior-year mentoring, and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation.
   g) One 4 semester hour course in each of the five categories (Multiple courses may be accumulated to satisfy the Creative and Artistic Expression category. A transfer course equating to at least 2.50 semester hours will satisfy a category).
4. In addition, those graduating with a Bachelor of Science in Nursing degree will have 123 semester hours and complete all nursing courses, including lab and clinical experience, and meet all of the program outcomes.
Program Evaluation Plan

The Department of Nursing engages in an annual systematic evaluation of all nursing programs which will include the planned Pre-Licensure Program at GWC. The yearly program assessment reports are an analysis of the achievement of meeting the mission, goals, expected outcomes, boards of nursing standards, and accreditation standards for the purpose of fostering continuing improvements in the nursing program. The Program Assessment Plan (Appendix N) is based on the Commission on Collegiate Nursing Education’s (CCNE) four standards for accreditation and provides the framework for the plan. The Program Assessment Committee had identified six benchmarks to document program effectiveness:

1. Graduates rate of overall program effectiveness at or greater than 3.5 on a Likert 7.0 scale.
2. Alumni rate overall program effectiveness at or greater than 4.0 on a Likert 7.0 scale.
3. NCLEX-RN pass rate will be at or greater than the National and State Pass Rate.
4. Graduation rate will be at or greater than 80% for the pre-licensure track students.
5. Graduate employment rates will be at or greater than 95% within six months of graduation.
6. Achievement of Aurora University Department of Nursing Program Outcomes will be rated at or greater than 3.0 on a Likert of 5.0 scale.

The Committee of Chairs for Curriculum, Admissions and Progress, and Program Assessment Committees provide a year-end summary report of individual courses and committee activities. The purpose of the report is to provide analysis of data collected and outline the curriculum revisions implemented to best meet the educational needs of pre-licensure nursing students.

Timeline

The revised timeline for implementing the program and intended date for entry of the first class is as follows:

December, 2016
- Submit Proposal to Admit Students to the Wisconsin Board of Nursing
- Continue search process for two full-time nursing faculty members
- Search for full-time nursing recruiter/administrative assistant
- Continue establishing relationships with clinical agencies

January, 2017
- Present revised Proposal to Admit Students to WBON
- If approval to admit is granted, increase advertising and recruitment efforts

February, 2017
- Begin to review applications for Pre-Licensure BSN Degree Program admission
- Admit students to Pre-Licensure BSN Degree Program
- Finalize clinical practice schedule with clinical sites for fall 2017 semester
- Begin to advertise and recruit for adjunct faculty pool
- Continue establishing relationships with clinical agencies and planning schedule with clinical sites for fall semester

March - August, 2017
- Continue reviewing and admitting students to program to capacity of 32
- Orient new faculty members
- Laerdal company orientation to all faculty in use of high fidelity simulators
- Order disposable supplies to stock skills lab
- Administrative assistant begins to establish office and record keeping systems
- Continue establishing relationships with clinical agencies and planning schedule with clinical sites for fall semester
- Continue to recruit for adjunct faculty pool

Fall, 2017
- First nursing courses begin
Appendix A

Higher Learning Commission Accreditation

May 30, 2013

President Rebecca L. Sherrick
Aurora University
347 S. Gladstone Ave.
Aurora, IL 60506-4892

Dear President Sherrick:

This letter is formal notification of the action taken concerning Aurora University by the Higher Learning Commission. At its meeting on May 20, 2013, the Institutional Actions Council (IAC) acted on the items below. This letter serves as the official record of this action, and the date of this action constitutes the effective date of your new status with the Commission.

Action. IAC continued the accreditation of Aurora University with the next Reaffirmation of Accreditation in 2022-23.

If the current Commission action includes changes to your institution’s Statement of Affiliation Status (SAS) or Organizational Profile (OP), the changes will appear in these documents on the Commission’s Web site within two weeks of the date of action. The SAS is a summary of your institution’s ongoing relationship with the Commission. The OP is generated from data you provided in your most recent Institutional Update.

If you have questions about these documents after viewing them, please contact Andrew C. Lootens-White. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the Handbook of Accreditation, Third Edition, available at http://tinyurl.com/HLCchapter8.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning
President
Appendix B

Commission for Collegiate Nursing Education Accreditation

CERTIFICATE OF ACCREDITATION

In accordance with its accreditation standards and procedures, the Commission on Collegiate Nursing Education has accredited the Baccalaureate Degree Program in Nursing at Aurora University.

February 22, 2010

EFFECTIVE DATE OF ACCREDITATION

This certificate is valid for the duration of the period of accreditation.

The Commission on Collegiate Nursing Education is listed by the U.S. Secretary of Education as a nationally recognized accrediting agency

[Signature]

Jim Buth
Appendix C

Educational Administrator Qualifications

Brenda L. Shostrom, RN, Ph.D.
Executive Director, School of Nursing and Allied Health
Aurora University
Aurora, Illinois

ADDRESS
347 S. Gladstone Ave.
Aurora, IL 60506-4892
bshostrom@aurora.edu

ACADEMIC DEGREES
PhD Loyola University of Chicago (2008) in Nursing
MS University of Minnesota, Minneapolis (1995) in Nursing
BSN Washburn University (1985)

ACADEMIC POSITIONS

Executive Director of School of Nursing and Allied Health, Aurora University, Aurora, IL (July, 2015-present)
• Developing and leading a strategic plan for the School of Nursing with multiple sites.
• Programs include BSN, RN-BSN, and MSN, BS in Speech and Language Pathology, MS in Applied Behavior Analysis.

Associate Professor and Chair, St. Ambrose University, Davenport, Iowa (July 2012 to July, 2015)
• A department with 16 full-time professors, 25 adjunct instructors, and 3 full-time staff
• MSN program, BSN program and RN-BSN program (MSN discontinued in 12/2013)
• Implemented a shared governance model for nursing faculty
• Improved policy and procedures to guide teaching practice
• Led a curriculum re-structuring with a focus on “case-based” not “place-based” nursing
• Increased enrollment from 50-60 to 80-88 (pre-licensure students), with waiting list for fall
• Increased enrollment from 12 to 25 (RN-BSN students)
• Improved student satisfaction by implementing student focused learning concepts
• Taught MSN leadership courses, introducing “Quality by Design” and “Hospital Home”
• Collaborated with a major healthcare system to create a practice/education partnership
• Achieved ongoing accreditation of nursing programs, at both the state and national levels
• Higher Learning Commission Task Force member by appointment of the President
• Alcohol and Other Drug Committee member to promote best practices for prevention
• College of Business review board member for Doctor of Business Administration candidates
Associate Professor and Chair (Tenured), Coe College, Cedar Rapids, Iowa (2008-2012)

Assistant Professor (2000-2008)
- A small Nursing Department (5 full-time faculty) within a Top 100 nationally ranked liberal arts college
- Introduced student-focused learning
- Enlisted assistance of Dr. Nancy Diekelmann to guide teaching/curriculum development
- Led and/or assisted in two curriculum restructuring endeavors
- Developed and taught courses in Nursing Leadership & Management, Mental Health, Biomedical Ethics, Developing Relationships, and multiple introductory concepts courses
- Tripled BSN enrollment
- Created a preceptor program, developing the role of preceptor-liaison for clinical partners.
- Implemented multiple policy changes
- Served on campus committees: Judicial Review Board, Petitions, Assessment, Honors Committee, Sexual Harassment, Writing Committee and multiple Search Committees

Nursing Instructor, Grace General Hospital School of Nursing, Winnipeg (1993-1996)
- A diploma program with 180 students enrolled, and 18 faculty members
- Served as student counsellor/advisor during last year of service

Clinical Instructor, University of Manitoba, College of Nursing, Winnipeg (1991-1993)

HEALTHCARE LEADERSHIP POSITIONS

Nurse Manager, Behavioral Services, Mercy Medical Center, Cedar Rapids, IA (1996-2000)
- Direct supervisor for 45 RNs, therapists and mental health technicians
- Reduced staff turnover from 50% to 17% annually
- Increased market share by 20%
- Expanded services to include outpatient mental health program, crisis access program, and psychiatric home health program
- Supervised multidisciplinary team

Transitions Facilitator, Health Sciences Centre, Winnipeg, Manitoba (July 1992 to July 1993) – Half-time concurrent position
- Plan and implement programs to reduce the emotional impact of organizational change
- Facilitate support groups and team building seminars for various departments experiencing downsizing and “bumping” due to union contracts
- Prepare and teach educational sessions re the effects of corporate change to administration and professional work groups and front-line staff
- Resource to organization related to the emotional effects of downsizing and corporate change
Coordinator of Crisis Intervention Services: Health East, St. Joseph’s Hospital, St. Paul, MN, (September 1987 to August 1990)

- Proposed and developed this new department to serve as a psychiatric liaison crisis service to all departments within the Health East system of five hospitals
- Recruit and supervise staff of six psychiatric nurse specialists
- Assess and recommend interventions for persons with mental health needs
- Provide consultation to physicians and staff on Health East and the community regarding mental health issues
- Staff educator

CLINICAL PRACTICE ROLES

Psychiatric Consultation Liaison Nurse, Health Sciences Centre, Winnipeg, Manitoba (July 1992 to July 1993) –Half-time concurrent position

- Provide assessment and interventions for patients experiencing emotional distress due to health related problems
- Facilitate staff support groups for nephrology nurses
- Consultation with treatment team related to emotional issues in patients with kidney disease
- Participate in ethics discussions regarding transplantation and dialysis
- Provide ongoing counseling for patients experience emotional distress related to their illness

Staff Nurse Psychiatry Float Pool, Health Sciences Centre, Winnipeg Manitoba (July 1991 to July 1992)

- Provide direct patient care and unit support on five psychiatry units, including: Forensic Psychiatry, Chemical Withdrawal, Affective Disorders, Eating Disorders, and General Psychiatry
- Operate Health Maintenance Clinics in Outpatient Psychiatry for forensic and chronically mentally ill clients

Crisis Intervention Nurse, Health East, St. Joseph’s Hospital, St. Paul, MN (1987-1990)

- Assess clients with mental health and substance abuse issues and recommend treatment
- Consultation to Emergency Departments within Health East
- Telephone triage and crisis counselling

Staff Nurse, Health East, Mounds Park Hospital, St. Paul, Minnesota (October 1985 to September 1987)

- Psychiatric staff nursing on adult locked and open units and adolescent unit. Facilitated groups and provided some outpatient counseling

PROFESSIONAL SERVICE AND MEMBERSHIPS

- Accreditation site visitor for CCNE
- Iowa Association of Colleges of Nursing (Past President)
- American Association of Colleges of Nursing (Past State Grassroots Liaison)
- American Nurses Association (Current)
- American Psychiatric Nurses Association (Current)
• Research Board President Tanager Place
• Editorial Board Non-Partisan Education Review (Current)
• ILOWA Partners in Nursing (Past)
• Future of Nursing Iowa Action Coalition on RN-BSN Education
• Iowa Psychiatric Nurses Association (Past secretary and board member)
• Iowa Hospitals Association (Past task force on emergency psychiatric care)
• American Psychiatric Nurses Association Restraint/Seclusion Task Force (Past)
• Manitoba Nurses Association (Past Case Investigator)
• President, Washburn Student Nurses Association (1984-85)
• Board Member and Newsletter Editor, Kansas Association of Nursing Students (1984-85)

AWARDS/GRANTS
• Recipient of Partners in Nursing Grant on Continuum of Services in Nursing Education (2012)
• Sabbatical Granted by Coe College to teach and study in Norway and Sweden (2012)
• Charles J. Lynch Outstanding Teacher Award, Coe College (2008)
• The Beahl and Irene H. Perrine Faculty Fellowship Program Grant (2007)
• Sabbatical granted by Coe College to complete PhD dissertation research (2007)
• The Beahl and Irene H. Perrine Faculty Fellowship Program Grant (2004)
• Nursing Leadership Grant site coordinator (2003)
• Outstanding Healthcare Educator Award, Mercy Medical Center, Cedar Rapids, IA (1998)
• Professionalism Award in Nursing, Washburn University (1985)
• Elected student commencement speaker, Washburn University Nursing (1985)

SCHOLARSHIP
• Graduate School Education Panel - Iowa Association of Nursing Students Conference (Oct, 2013)
• Adolescent Depression – The Paula Sands Show, Davenport, IA (Oct, 2013)
• Dance of Incivility: Changing the Beat, SAU Clinical Partner Appreciation Event (April, 2013)
• Complications in Recognition of Adolescent Depression. National Camp Nursing Mtg. (Feb, 2012)
• The History of Madness, Thursday Forum (Community Education Series), Coe College (Nov, 2011)
• Narrative Pedagogy – A New Approach to Learning, Coe College Faculty Retreat (May, 2011)
• Healthcare Reform – Panel Discussion, Coe College Homecoming Alumni Event (Oct, 2010)
• Paper presented, “Mothering a Depressed Adolescent.” 11th European Congress of Psychology – Oslo, Norway (July, 2009)
• PhD Dissertation Defense – Out of Synch: Mother a Depressed Adolescent, A Grounded Theory Study, Loyola University of Chicago (May, 2008)
• Spirituality and Health – A four-week series, St. Andrews Presbyterian – Iowa City, IA (Jan, 2007)
• Paper presented, “Mothering a Depressed Adolescent.” American Psychiatric Nurses Annual Conference (Nov, 2007)
• Adolescent Depression. Kiwanis Meeting – Iowa City, IA (Oct, 2007)
• Co-author: Seclusion and restraint standards of practice. APNA (2000)
• Co-author: APNA position statement on the use of seclusion and restraint. APNA (2000)
- Seasonal Affective Disorder. Community Education Series – Cedar Rapids, IA (Feb, 1997)
- Master Degree Thesis defense: A Phenomenological Study of Social Rhythms In Persons With Major Depression – University of Minnesota, Minneapolis (June, 1995)
- The Effects of Downsizing. Workshops for all managers, Health Sciences Centre, Winnipeg (Fall, 1992)
- Preventing and De-escalating Hostility in Clients. Manitoba Nephrology Nursing Education (April, 1993)
- The Effects of Downsizing. Manitoba Legislature (Feb, 1993)
- Practical Strategies for Meeting Current Issues. Canadian College of Health Leaders (Feb, 1993)
Wisconsin Department of Safety and Professional Services
Credential/Licensing Search

Individual Search Results - Detail

Credential/License Summary for 231560

Name: SHOSTROM, BRENDA L
Profession: REGISTERED NURSE (30)
Credential/License Number: 231560-30
Location: NORTH AURORA IL
Credential/License Type: regular
Status: License is current (Active)
Eligible To Practice: credential license is current

Credential/License current through: 2/28/2018
Granted date: 10/5/2016
Multi-state: N
Orders: NONE
Specialties: NONE
Other Names: Brenda L Johnson
Dr. Brenda Shostrom – Form #1114

Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
FAX #: (608) 266-2602
Phone #: (608) 266-2112
1400 E. Washington Avenue
Madison, WI 53703
E-mail: dps@wisconsin.gov
Website: dps.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

New nursing school seeking authorization to admit students: Completion of this form is required for each faculty member and the educational administrator. This form must be submitted to the Board of Nursing along with the request for authorization to admit students.

Nursing school approved by the Board of Nursing: Completion of this form is required for each faculty member and the educational administrator. The form must be kept on file in the school of nursing office and made available to the Board upon request for all faculty members and educational administrators hired by the nursing school.

Change in educational administrator: Institutions are required to notify the Board of Nursing within 48 hours of the termination, resignation or retirement of an educational administrator and designate an interim educational administrator (EA) within five (5) business days. Completion and submission of this form is required as part of the notification process.

Faculty/EA Name (Last, First): Shostrom, Brenda
WI KN License #: 231560

School of Nursing Employed By: George Williams College of Aurora University

Type of Nursing Program(s) (ADN, PN, BSN, etc.): RN-BSN Program, Master’s Program, and new

Pre-licensure BSN Program

Position: X Educational Administrator
Faculty
Appointment Effective Date: July 1, 2015

FACULTY APPOINTMENTS (complete Section A below).

Fully-qualified faculty must have a current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered and a graduate degree with a major in nursing.

A. EDUCATIONAL PREPARATION

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<th>Name of Institution</th>
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<td>Loyola Univ. of Chicago</td>
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Ch. N 1.08 Wis. Admin. Code

Committed to Equal Opportunity in Employment and Licensing
Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

Fully-qualified educational administrator must have current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered, a graduate degree with a major in nursing, knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, current knowledge of nursing practice, and either educational preparation (master’s degree in nurse education or doctorate degree in nurse education) or at least two (2) years experience as an instructor in a nursing education program within the last five (5) years.

NOTE: Applicant must complete Section A below; complete Section B below only if teaching experience is being applied toward the requirements in lieu of an earned master’s or doctorate degree in nurse education.

List most recent education preparation and teaching experience first. Attach additional pages as necessary.

A. EDUCATIONAL PREPARATION

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<td>Loyola University</td>
<td>Chicago, IL</td>
<td>2008</td>
<td>PhD</td>
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B. NURSING INSTRUCTION EXPERIENCE*

*Complete this section only if a master’s or doctorate degree in nurse education has not been earned and teaching experience is being applied in lieu of a master’s or doctorate degree in nursing.

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Dr. Brenda Shostrom
Educational Administrator

Executive Director, School of Nursing

Signature

1-630-844-5135
Telephone Number

Date

bshostrom@aurora.edu
Email Address

Page 2 of 2
Appendix D

Program Chair Qualifications

April L. Folgert, RN, Ph.D.
Chair of Nursing, George Williams College of Aurora University
Williams Bay, Wisconsin

ADDRESS
350 Constance Boulevard
Williams Bay, Wisconsin 53191
afolgert@gwc.aurora.edu

ACADEMIC DEGREES
PhD Capella University (2013) in Education; Nursing Education Focus
MSN University of Wisconsin, Oshkosh (2000) in Nursing
BSN Alverno College (1996); Business and Management Minor

ACADEMIC POSITIONS
Chair of Nursing, George Williams College of Aurora University, Aurora, IL (July, 2016-present)
• Collaborated with the Executive Director and nursing department faculty to plan a pre-licensure bachelor of science in nursing program at George Williams College in Williams Bay.
• Revised program faculty handbook, pre-licensure nursing student handbook, and course syllabi to incorporate resources at George Williams College.
• Networked with chief nursing officers at area health care facilities to obtain feedback on the planning of the pre-licensure BSN program, share intended program outcomes, and initiate clinical sites.
• Led the process of establishing articulation agreements with clinical partners.
• Partnered with enrollment services and marketing department to offer an Open House and market the planning of a pre-licensure BSN program pending Wisconsin Board of Nursing approval.
• Advised and registered students enrolled in general education courses and for spring 2017.
• Drafted proposal to the Wisconsin Board of Nursing for authorization to admit students to program.

Assistant Professor and Chair, Concordia University, Mequon, Wisconsin (July 2013 to July 2016)
• Provided leadership to nine full-time faculty members, 19 adjunct faculty, seven staff members, and two student workers.
• Developed initiatives for student satisfaction and retention resulting in decreased attrition by 70% during tenure as program chairperson.
• Actualized program’s course offerings in collaboration with faculty, program advisor, clinical education coordinator, registrar’s office, and director of academic advising and retention services.
• Collaborated with clinical education coordinator and school of nursing dean to determine teaching loads.
• Initiated tracking of faculty and clinical requirements according to SEWNA guidelines using CertifiedBackground.com
• Developed evaluation tool for new orientation program for nursing faculty and staff.
• Led the development of a Student Clinical Requirements Handbook.
• Fostered resolution of student and faculty concerns.
• Developed Technical Standards Admission Policy for the school of nursing in collaboration with the director of the MSN program and a faculty member with ADA expertise.
• Interviewed prospective instructors and provided recommendations to school dean.
• Partnered with Director of Surgical Services and Director of Nursing at Aurora Medical Center – Grafton to initiate Operation Room preceptorship.
• Developed Student Academic Success Plan including open faculty tutoring, twice per year admissions, use of TEAS, and Workshops for Nursing Student Success.
• Led open faculty tutoring initiative to enhance student accessibility to faculty.
• Developed Clinical Faculty Evaluation Tool based on the 2008 recommendations from the National League for Nursing.
• Assisted in gathering documents and hosting CCNE guests during accreditation visit, March 2014; received 10-year reaccreditation.
• Served as group facilitator for an Interprofessional Event.
• Taught Nursing Research and Community Wellness – Online, BSN Completion Program.
• Led and taught Global Nursing Perspectives – Costa Rica - Online and Study Abroad, Graduate Program.
• Served on Assessment and Curriculum Committee, Faculty Development and Scholarship Committee, and Concordia Intramural Research Grant University Committee.
• Chaired Program Student Appeals Committee.

Assistant Professor, Cardinal Stritch University, Milwaukee, Wisconsin (January 2000 – June 2013)

BSN Completion Program Chairperson and Assistant Professor (2009 – 2013)

• Composed job descriptions for site coordinator and adjunct faculty.
• Collaborated with administrative assistant to create faculty teaching loads.
• Evaluated three full-time and eight adjunct faculty for quality nursing instruction.
• Oriented Minnesota program manager and seven interprofessional development staff to BSN Completion Program.
• Coordinated the availability of resources for faculty and students.
• Developed a College Skills Seminar for new students to become reacquainted with based writing skills and APA format.
• Crafted program schedules for on-campus cohorts in collaboration with enrollment department.
• Developed a College of Nursing website to enhance communications with all college students and employ environmentally and fiscally responsible actions.
- Initiated partnerships with Aurora Grafton Medical Center to provide the BSN-C Program at their Center.
- Established, implemented, and managed BSN-C Program at Community Memorial Hospital, Menomonee Falls, Wisconsin.
- Developed and launched BSN-C Program at the Clement J. Zablocki Veterans Administration Medical Center, in Milwaukee, in accordance with a congressional grant, to retain and increase the number of BSN prepared nurses serving veterans.
- Secured two new clinical sites for community practicum course; Notre Dame Middle School and Grace Christian Academy.
- Initiated and managed the development of an online BSN-C Program in collaboration with the information technology department.
- Developed an Adjunct Faculty Orientation Handbook for the ADN, BSN-C, and MSN Programs in collaboration with the college dean and program chairpersons.
- Evaluated, revised, and managed the College of Nursing Faculty Mentoring Program.
- Collaborated with chairperson and faculty from other departments to ensure a seamless delivery of the BSN-C Program.
- Facilitated community service screening between BSN-C Program students, the National Kidney Foundation of Wisconsin, nephrologists and nephrology fellows from the Medical College of Wisconsin, Mount Mary College dietetic students, Sandford-Brown College medical assistant students, and Agape Community Center in Milwaukee.
- Directed the composition of the CCNE 2012 accreditation report for the BSN-C Program; received 10-year reaccreditation.
- Drafted interim report response letter to CCNE as requested by Accreditation Committee, August 2008.
- Collaborated with College of Nursing Administrative Team in strategic planning.
- Hosted student Town Hall Meetings for all cohorts twice per year.
- Fostered resolution of student concerns and maintained documentation.
- Taught Introduction to Nursing Research, Educational Resources in Nursing, Professional Nursing Practicum Capstone Project, and Population-Focused Care.
- Served on University Undergraduate Curriculum Committee, University Faculty Mentoring Committee, College of Nursing Admission and Progression Committee and College of Nursing Graduate Curriculum Committee.
- Chaired College of Nursing Undergraduate Curriculum Committee, College of Nursing Faculty Mentoring Committee, and Instructional Technology Advisory Committee.

**Outreach Site Coordinator and Assistant Professor** (August 2006 – August 2008)

- Networked with administrative team members, advisors, and instructors at Gateway Technical College in Kenosha, Wisconsin and Burlington, Wisconsin.
- Coordinated and delivered information sessions at Gateway Technical College in Kenosha and Burlington.
- Recruited and oriented students for cohort in Kenosha.
• Collaborated with Outreach, Admissions, Advising, and Registration departments to provide student service.
• Fostered resolution of student concerns at off-campus sites.
• Participated in evaluating BSN-C Program and contributed to development of strategies to achieve program objectives.
• Formulated BSN-C Program off-campus report for inclusion in annual year-end report.
• Collaborated with program chair to develop interim report for CCNE.
• Taught Introduction to Nursing Research, Professional Nursing Practicum Capstone Project, and Educational Resources in Nursing.

Adjunct Assistant Professor (January 2000 – August 2006)

• Established new clinical practice site and taught second-year Associate Degree nursing students at Horizon Home Care and Hospice, Glendale, Wisconsin.
• Developed faculty module for Nursing Research and Educational Resources in Nursing courses in BSN-C Program.
• Created and directed independent study for Introduction to Educational Resources in Nursing course.
• Coordinated guest speaker presentation on domestic violence and tour of women’s abuse shelter in Milwaukee, Wisconsin.
• Collaborated with Home Care Medical to develop and implement educational session on intravenous therapy and peripheral catheter insertion.
• Taught Introduction to Nursing Research, Introduction to Educational Resources in Nursing, second-year associate’s degree nursing students during clinical practice on medical/surgical and Diabetic Treatment Center Unit at Columbia Hospital, and first-year associate’s degree nursing students during clinical practice on cardiac and medical/surgical unit at Columbia Hospital in Milwaukee, Wisconsin.

CLINICAL PRACTICE ROLES

Registered Nurse, Horizon Home Care and Hospice, Milwaukee, Wisconsin (July 1997 – August 2006)

Intravenous Home Visit Nurse (January 2000 – August 2006)

Case Manager Registered Nurse (July 1997 – January 2000)

• Provided assessment and interventions for patients with diabetes, multiple sclerosis, congestive heart failure, decubitus wound ulcers, infections requiring antibiotic therapy, and various other medical conditions.
• Coordinated client care in collaboration with various disciplines including social work, physical therapy, occupational therapy, and home health aide services.
• Educated clients and families about medications, disease process, wound care management, IV management, and activities to promote optimal health.
• Served as preceptor and mentored new nurses to the role of the home care nurse.
• Implemented new Wound Vacuum system in home care and taught other nurses to properly implement therapy.
• Taught IV nurses most current and up-to-date information on multiple sclerosis and symptom management, In-service September 2004.
• Initiated, researched, and contributed ideas and suggestions for nurse retention and recruitment in focus session.
• Directed visit nurses, delegated assignments, and triaged client phone calls in role of Nurse Supervisor.
• Served as active member of Disease Management Task Force, 2004.

**Registered Nurse, Sinai Samaritan Medical Center, Milwaukee, Wisconsin (July 1996 – July 1997)**

• Provided assessment and interventions for patients with sickle cell disease, diabetes, cancer, chronic obstructive pulmonary disease, delirium, alcohol withdrawal, acute renal failure, and multiple other diagnoses with comorbidities.
• Received training to administer and read TB skin tests for other staff.

**PROFESSIONAL SERVICE AND MEMBERSHIPS**

• Wisconsin Nurses Association Member (Current), Nursing Education Council Committee Member (Past)
• American Nurses Association (Current)
• Sigma Theta Tau International Member (Current), Lambda Upsilon-at-Large Chapter (Current), Tau Sigma Chapter (Past), Faculty Advisor (Past)
• Wisconsin League for Nursing Member (Current), President-Elect (Current)
• Wisconsin Center for Nursing (Current), Education Survey Review Committee (Past), Academic Collaborative WCN Grant – Personal/Social Barriers Subcommittee (Past)
• Academic Nurse Executives of Wisconsin Member (Current)
• American Association of College of Nursing Didactic Faculty Awards Reviewer (Past)
• Wisconsin Nursing Home Administrator Examining Board Member (Current)
• Southeastern Wisconsin Nursing Alliance (Current)

**SCHOLARSHIP**

• Changing Nursing Graduate Students’ Understanding of Social Determinants of Health. Podium presentation at 3rd Annual Cultural Inclusion Institute: Relating Cultural Inclusiveness to Social Determinants of Health, San Antonio, TX (April 2016).
• Faith and Learning in the Disciplines. Podium presentation through Center for Excellent in Learning and Teaching, Concordia University, Mequon, WI (October 2014).
• TEAS or Not to TEAS: Predicting Success in a Baccalaureate Nursing Program. Poster presentation at Concordia University Faculty Scholarship Day, Mequon, WI (October 2014).
• Development of a University-Wide Mentoring Program for Novice Nursing Faculty. Poster presentation at Building Bridges to Research Based Nursing Practice, Marquette University, Milwaukee, WI (May 2014).
- Strategies for Overcoming the Barriers to the Implementation of a Health Literacy Curriculum. Podium presentation at *Pfizer Visiting Professorship in Health Literacy*, Cardinal Stritch University, Milwaukee, WI (May 2011).
Program Chair - Wisconsin Nursing License

Wisconsin Department of Safety and Professional Services
Credential/Licensing Search

Individual Search Results - Detail

Credential/License Summary for 123280

Name: FOLGERT, APRIL L
Profession: REGISTERED NURSE (30)
Credential/License Number: 123280-30
Location: NEW BERLIN WI
Credential/License Type: regular
Status: License is current (Active)
Eligible To Practice: credential license is current

Details  Requirements  Payments  Orders  Relationships

Credential/License current through: 2/28/2018
Granted date: 6/28/1996
Multi-state: Y
Orders: NONE
Specialties: NONE
Other Names: April L Folger
April L Nafler
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
FAX #: (608) 266-2602
Phone #: (608) 266-3112

1400 E. Washington Avenue
Madison, WI 53703
E-Mail: daps@wisconsin.gov
Website: dps.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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Faculty/EA Name (Last, First): _______ Folgert, April _______ WI RN License #: _______ 123280 _______

School of Nursing Employed By: _______ George Williams College of Aurora University _______

Type of Nursing Program(s) (ADN, PN, BSN, etc.): _______ Pre-Licensure BSN Degree Program _______

Position: _______ Educational Administrator _______ X _______ Faculty

Appointment Effective Date: _______ July 1, 2016 _______

FACULTY APPOINTMENTS (complete Section A below).

Fully-qualified faculty must have a current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered and a graduate degree with a major in nursing.

A. EDUCATIONAL PREPARATION

<table>
<thead>
<tr>
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<th>Graduation Date</th>
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<td>UW Oshkosh</td>
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<td>2000</td>
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<td>Capella University</td>
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Committed to Equal Opportunity in Employment and Licensing
Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

Fully-qualified educational administrator must have current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered, a graduate degree with a major in nursing, knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, current knowledge of nursing practice, and either educational preparation (master’s degree in nurse education or doctorate degree in nurse education) or at least two (2) years experience as an instructor in a nursing education program within the last five (5) years.

NOTE: Applicant must complete Section A below; complete Section B below only if teaching experience is being applied toward the requirements in lieu of an earned master’s or doctorate degree in nurse education.

List most recent education preparation and teaching experience first. Attach additional pages as necessary.

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B. NURSING INSTRUCTION EXPERIENCE*

*Complete this section only if a master’s or doctorate degree in nurse education has not been earned and teaching experience is being applied in lieu of a master’s or doctorate degree in nursing.

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Dr. Brenda Shostrom  
Educational Administrator  

Dr. Brenda Shostrom  
Signature  
1-630-644-5135  
Telephone Number

Executive Director, School of Nursing  
Title  
December 20, 2016  
Date  
bshostrom@aurora.edu  
Email Address

Page 2 of 2
Appendix E

Nursing Faculty Position Posting – Medical-Surgical

Assistant or Associate Professor of Nursing - Medical Surgical, Tenure Track or Clinical Track, at George Williams College (Williams Bay, WI)

Aurora University is an independent, comprehensive institution founded in 1893 offering bachelor’s, master’s, and doctoral degrees. Our two campuses are located in Aurora, Illinois and on the shores of Geneva Lake in Wisconsin. Additionally, we have an Educational Center in Woodstock, Illinois. We seek people passionately involved in the educational process who will help us realize our vision.

We seek talented faculty who are passionate about teaching and learning and who will help us realize our vision. As a private institution, Aurora University expects faculty to be involved in the lives of students through mentoring, student support, enrollment initiatives, and other activities related to the college experience. To facilitate this highly interactive faculty/student relationship, the typical teaching load is three 4 credit-hour courses per semester and student advising is supported by professional staff. Evidence of successful teaching, or a strong potential for successful teaching, is required for all positions. Undergraduate faculty share in the delivery of the general education program, most often by teaching within the university’s interdisciplinary core.

The BSN program at George Williams College is part of Aurora University School of Nursing and Allied Health, with shared goals, curriculum, policies and procedures. We currently have an Assistant or Associate Professor of Nursing position, to start August 2017. The successful candidate will be able to effectively teach in the classroom, laboratory, and clinical settings and have experience in medical-surgical nursing. Experience in the use of simulation is highly desirable. Eligibility and willingness to teach across campuses and at a clinical facility in Northern Illinois is desired.

As a Department of Nursing faculty member, the candidate will be expected to participate in curricular development, program assessment, student recruitment, retention, and monitoring. The clinical track faculty candidate shall maintain competence in clinical and functional areas of responsibility through professional practice/activity and education activities. In addition, service, scholarship, and participation in University initiatives across campuses will be part of faculty responsibilities. Above all, the candidate must demonstrate teaching effectiveness and bring a strong commitment to student learning.

The candidate must hold a license as a registered nurse in the State of Wisconsin. Minimal education preparation is a Master’s degree in Nursing for clinical track faculty, and a Doctorate in Nursing or related field for tenure track faculty. Certification as a Nurse Educator is desirable.

All faculty positions offer a competitive salary and excellent benefits including health, dental, vision, life, long term disability, a 403(b) retirement plan through TIAA, and tuition remission included for benefit-eligible positions. Applications must include a letter of intent including description of education, certifications held, and all relevant experience; current curriculum vitae, and contact information for three references including phone numbers (candidates will be notified prior to references being contacted). Electronic applications welcomed. More information can be found at aurora.edu/facultyjobs.

Please submit application materials as follows:

Hardcopy submissions:
Faculty Search, Office of the Vice President for Academic Affairs
Aurora University
347 S. Gladstone Ave.
Aurora, IL 60506
Nursing Faculty Position Posting – Mental Health

Assistant or Associate Professor of Nursing - Mental Health, Tenure Track or Clinical Track, at George Williams College (Williams Bay, WI)

Aurora University is an independent, comprehensive institution founded in 1893 offering bachelor’s, master’s, and doctoral degrees. Our two campuses are located in Aurora, Illinois and on the shores of Geneva Lake in Wisconsin. Additionally, we have an Educational Center in Woodstock, Illinois. We seek people passionately involved in the educational process who will help us realize our vision.

We seek talented faculty who are passionate about teaching and learning and who will help us realize our vision. As a private institution, Aurora University expects faculty to be involved in the lives of students through mentoring, student support, enrollment initiatives, and other activities related to the college experience. To facilitate this highly interactive faculty/student relationship, the typical teaching load is three 4-credit-hour courses per semester and student advising is supported by professional staff. Evidence of successful teaching, or a strong potential for successful teaching, is required for all positions. Undergraduate faculty share in the delivery of the general education program, most often by teaching within the university’s interdisciplinary core.

The BSN program at George Williams College is part of Aurora University School of Nursing and Allied Health, with shared goals, curriculum, policies and procedures. We currently have an Assistant or Associate Professor of Nursing position, to start August 2017. The successful candidate will be able to effectively teach in the classroom, laboratory, and clinical settings and have experience in mental health nursing. Experience in the use of simulation is highly desirable. Eligibility and willingness to teach across campuses and at a clinical facility in Northern Illinois is desired.

As a Department of Nursing faculty member, the candidate will be expected to participate in curricular development, program assessment, student recruitment, retention, and monitoring. The clinical track faculty candidate shall maintain competence in clinical and functional areas of responsibility through professional practice/activity and education activities. In addition, service, scholarship, and participation in University initiatives across campuses will be part of faculty responsibilities. Above all, the candidate must demonstrate teaching effectiveness and bring a strong commitment to student learning.

The candidate must hold a license as a registered nurse in the State of Wisconsin. Minimal education preparation is a Master's degree in Nursing for clinical track faculty, and a Doctorate in Nursing or related field for tenure track faculty. Certification as a Nurse Educator is desirable.

All faculty positions offer a competitive salary and excellent benefits including health, dental, vision, life, long term disability, a 403(b) retirement plan through TIAA, and tuition remission included for benefit-eligible positions. Applications must include a letter of Intent including description of education, certifications held, and all relevant experience, current curriculum vitae, and contact information for three references including phone numbers (candidates will be notified prior to references being contacted). Electronic applications welcomed. More information can be found at aurora.edu/facultyjobs.

Please submit application materials as follows:

Hardcopy Submissions:
Faculty Search, Office of the Vice President for Academic Affairs
Aurora University
347 S. Gladstone Ave.
Aurora, IL 60506

aurora.edu/facultyjobs
## Appendix F
### Faculty Staffing Plan Fall 2017

<table>
<thead>
<tr>
<th>Course</th>
<th>NUR 3000 Introduction to Professional Nursing (3 cr)</th>
<th>NUR 3100 Principles of Nursing I w/Lab and Clinical (6 cr)</th>
<th>NUR 3260 Health Assessment, Education, and Promotion w/Lab (4 cr)</th>
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<tbody>
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<td><strong>Type</strong></td>
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<td>Didactic (3 hrs/wk)</td>
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<td>1 section (32 students)</td>
<td>1 section (32 students)</td>
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<tr>
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<td>FT Faculty Hire 1 with mental health experience (2 sections)</td>
<td>FT Faculty Hire 1 with mental health experience (2 sections)</td>
</tr>
<tr>
<td></td>
<td>FT Faculty Hire 2 with medical-surgical experience</td>
<td>FT Faculty Hire 2 with medical-surgical experience (2 sections)</td>
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<td></td>
<td>FT Faculty Hire 2 with medical-surgical experience</td>
<td>FT Faculty Hire 2 with medical-surgical experience (2 sections)</td>
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<td><strong>Contingency Plan</strong></td>
<td>Lisa Pertl – Aurora Campus</td>
<td>Michelle Allen</td>
<td>Adjunct Instructors</td>
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**Contingency Plan**

- Lisa Pertl – Aurora Campus
- Michelle Allen
- Michelle Allen
- Adjunct Instructors
## Faculty Staffing Plan Spring 2018

<table>
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<tr>
<th>Course</th>
<th>3160 Pharmacological Concepts (4 cr)</th>
<th>3110 Principles of Nursing II w/Lab and Clinical (6 cr)</th>
<th>3400 Psychiatric/Mental Health Nursing w/Clinical (5 cr)</th>
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<td>Dr. April Folgert</td>
<td>Dr. April Folgert (2 sections)</td>
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<td>FT Faculty Hire 2 with medical-surgical experience</td>
<td>FT Faculty Hire 2 with medical-surgical experience (2 sections)</td>
<td>FT Faculty Hire 1 with mental health experience (3 sections)</td>
</tr>
<tr>
<td><strong>Contingency Plan</strong></td>
<td>Michelle Allen</td>
<td>Michelle Allen</td>
<td>Dr. Gina Panozzo – Aurora Campus</td>
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<tr>
<td></td>
<td></td>
<td>Adjunct Instructors</td>
<td>Adjunct Instructors</td>
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</tbody>
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### Appendix G

**Dr. Gina Panozzo – Wisconsin Nursing License**

![Wisconsin Department of Safety and Professional Services Badge]

**Individual Search Results - Detail**

Credential/License Summary for 232100

- **Name:** PANOZZO, GINA L
- **Profession:** REGISTERED NURSE (30)
- **Credential/License Number:** 232100-30
- **Location:** PLAINFIELD IL
- **Credential/License Type:** regular
- **Status:** License is current (Active)
- **Eligible To Practice:** credential license is current

<table>
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<th>Requirements</th>
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<td>Granted date:</td>
<td>11/25/2016</td>
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<td>Other Names:</td>
<td>NONE</td>
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</table>
Wisconsin Department of Safety and Professional Services  
Mail To: P.O. Box 8366  
Madison, WI 53708-8366  
FAX #: (608) 266-2602  
Phone #: (608) 266-1112  
E-Mail: dpa@wisconsin.gov  
Website: dpa.wisconsin.gov  

BOARD OF NURSING  

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD  

New nursing school seeking authorization to admit students: Completion of this form is required for each faculty member and the educational administrator. This form must be submitted to the Board of Nursing along with the request for authorization to admit students.  

Nursing school approved by the Board of Nursing: Completion of this form is required for each faculty member and the educational administrator. The form must be kept on file in the school of nursing office and made available to the Board upon request for all faculty members and educational administrators hired by the nursing school.  

Change in educational administrator: Institutions are required to notify the Board of Nursing within 48 hours of the termination, resignation or retirement of an educational administrator and designate an interim educational administrator (EA) within five (5) business days. Completion and submission of this form is required as part of the notification process.  

Faculty/EA Name (Last, First): Panozzo, Gina  
WIRN License #: 232100  
School of Nursing Employed By: Aurora University  
Type of Nursing Program(s) (ADN, PN, BSN, etc.): Pre-Licensure Program at Aurora University main campus and new BSN Pre-Licensure Program at GWC as part of contingency faculty plan.  

Position: Educational Administrator  
X Faculty  
Appointment Effective Date: August 22, 2016  

FACULTY APPOINTMENTS (complete Section A below).  

Fully-qualified faculty must have a current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered and a graduate degree with a major in nursing.  

A. EDUCATIONAL PREPARATION  

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location City/State</th>
<th>Graduation Date</th>
<th>Degree Earned or # of Credits</th>
<th>Major</th>
<th>Minor</th>
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<tr>
<td>University of St. Francis</td>
<td>Joliet, IL</td>
<td>2005</td>
<td>BSN</td>
<td>Nursing</td>
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</tr>
<tr>
<td>Aurora University</td>
<td>Aurora, IL</td>
<td>2013</td>
<td>MSN</td>
<td>Nursing</td>
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<tr>
<td>Rush University</td>
<td>Chicago, IL</td>
<td>2016</td>
<td>DNP</td>
<td>Nursing</td>
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</table>
Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

Fully-qualified educational administrator must have current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered, a graduate degree with a major in nursing, knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, current knowledge of nursing practice, and either educational preparation (master’s degree in nurse education or doctorate degree in nurse education) or at least two (2) years experience as an instructor in a nursing education program within the last five (5) years.

NOTE: Applicant must complete Section A below; complete Section B below only if teaching experience is being applied toward the requirements in lieu of an earned master’s or doctorate degree in nurse education.

List most recent education preparation and teaching experience first. Attach additional pages as necessary.

A. EDUCATIONAL PREPARATION

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location City/State</th>
<th>Graduation Date</th>
<th>Degree Earned or # of Credits</th>
<th>Major</th>
<th>Minor</th>
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B. NURSING INSTRUCTION EXPERIENCE*

*Complete this section only if a master’s or doctorate degree in nurse education has not been earned and teaching experience is being applied in lieu of a master’s or doctorate degree in nursing.

<table>
<thead>
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<th>From Month/Year</th>
<th>To Month/Year</th>
<th>Part-time or Full-Time</th>
<th>Employer/School</th>
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<th>Position/Job Title</th>
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</tbody>
</table>

Dr. Brenda Shostrom
Educational Administrator

Executive Director, School of Nursing
Title

Signature
December 20, 2016
Date

bshostrom@aurora.edu
Email Address
Appendix H

Dr. Grace Peterson – Wisconsin Nursing License

Wisconsin Department of Safety and Professional Services
Credential/Licensing Search

Individual Search Results - Detail

Credential/License Summary for 47669

Name: PETERSON, GRACE A
Profession: REGISTERED NURSE (30)
Credential/License Number: 47669-30
Location: WILLIAMS BAY WI
Credential/License Type: regular
Status: License is current (Active)
Eligible To Practice: credential license is current

Credential/License current through: 2/28/2018
Granted date: 10/25/1967
Multi-state: Y
Orders: NONE
Specialities: NONE
Other Names: NONE
Dr. Grace Peterson – Form #114

Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
1400 E. Washington Avenue
Madison, WI 53703
FAX #: (608) 266-2502
Phone #: (608) 266-2112
E-Mail: dips@wisconsin.gov
Website: dips.wisconsin.gov

BOARD OF NURSING
FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

New nursing school seeking authorization to admit students: Completion of this form is required for each faculty member and the educational administrator. This form must be submitted to the Board of Nursing along with the request for authorization to admit students.

Nursing school approved by the Board of Nursing: Completion of this form is required for each faculty member and the educational administrator. The form must be kept on file in the school of nursing office and made available to the Board upon request for all faculty members and educational administrators hired by the nursing school.

Change in educational administrator: Institutions are required to notify the Board of Nursing within 48 hours of the termination, resignation or retirement of an educational administrator and designate an interim educational administrator (EA) within five (5) business days. Completion and submission of this form is required as part of the notification process.

Faculty/EA Name (Last, First): Peterson, Grace
WI RN License #: 47669-30

School of Nursing Employed By: Aurora University

Type of Nursing Program(s) (ADN, PN, BSN, etc.): RN-BSN Program and new BSN Pre-Licensure Program
as part of contingency faculty plan.

Position: Educational Administrator

Appointment Effective Date: December 2007

FACULTY APPOINTMENTS (complete Section A below).

Fully-qualified faculty must have a current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered and a graduate degree with a major in nursing.

A. EDUCATIONAL PREPARATION

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location City/State</th>
<th>Graduation Date</th>
<th>Degree Earned or # of Credits</th>
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<td>Swedish Covenant</td>
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<td>Diploma</td>
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<td>North Park University</td>
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<td>BSN</td>
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<td>UW Oshkosh</td>
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<td>1990</td>
<td>MSN</td>
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<td>Marquette University</td>
<td>Milwaukee, WI</td>
<td>1997</td>
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<td>Education</td>
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#1114 (Rev. 12/14)
Ch. N 1.08 Wis. Admin. Code

Committed to Equal Opportunity in Employment and Licensing

Page 1 of 2
Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

Fully-qualified educational administrator must have current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered, a graduate degree with a major in nursing, knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, current knowledge of nursing practice, and either educational preparation (master’s degree in nurse education or doctorate degree in nurse education) or at least two (2) years experience as an instructor in a nursing education program within the last five (5) years.

NOTE: Applicant must complete Section A below, complete Section B below only if teaching experience is being applied toward the requirements in lieu of an earned master’s or doctorate degree in nurse education.

List most recent education preparation and teaching experience first. Attach additional pages as necessary.

A. EDUCATIONAL PREPARATION

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location City/State</th>
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</tbody>
</table>

B. NURSING INSTRUCTION EXPERIENCE*

*Complete this section only if a master’s or doctorate degree in nurse education has not been earned and teaching experience is being applied in lieu of a master’s or doctorate degree in nursing.

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<thead>
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<th>From Month/Year</th>
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</tbody>
</table>

Dr. Brenda Shostrom
Educational Administrator

Executive Director, School of Nursing

Signature

1-630-844-5135

Date

bshostrom@aurora.edu

Telephone Number

Email Address

Page 2 of 2
Appendix I

Simulation Expert – Qualifications

Michelle Allen, RN, MSN
Adjunct Nursing Instructor
Aurora University
Aurora, Illinois

ADDRESS
347 S. Gladstone Ave.
Aurora, IL 60506-4892
bshostrom@aurora.edu

ACADEMIC DEGREES
EdD  Aurora University (expected graduation 2017) in Leadership
MSN  Benedictine University (2014) in Nursing
BSN  Loyola University (2007)

ACADEMIC POSITIONS
Adjunct Instructor, Aurora University, Aurora, IL (August 2016 - present)
- Teach health assessment laboratory and simulation in the Pre-Licensure Nursing Program.
- Teach nursing research in the RN-BSN Program.

Adjunct Instructor, Dominican University, River Forest, IL (August 2016 - present)
- Teach health assessment laboratory in the Pre-Licensure Nursing Program.
- Tutor nursing students across all nursing courses and teach test-taking strategies.

Simulation Educator and Skills Lab Coordinator, Loyola University, Chicago, IL (August 2014 – May 2016)
- Coordinate laboratory curriculum for the undergraduate nursing students in their Foundations course.
- Support faculty teaching Foundations course at multiple campuses.
- Teach students in simulation and skills lab.
- Nominated Faculty of the Year by the Maroon & Gold Society of Loyola University Chicago – 2015.

Simulation and Nursing Lab Instructor, Loyola University, Chicago, IL (January 2013 – August 2014)
- Taught students in the fundamental nursing skills laboratory.
- Taught students critical thinking and clinical reasoning in simulation.
- Participated in Interprofessional Education (IPE) simulations.
CLINICAL PRACTICE ROLES

Registered Nurse – Level II, Charge Nurse, SICU, Rush University Medical Center, Chicago, IL (October 2008 – present)

- Provides primary care, including nursing assessment and interventions, for patients in the SICU.
- Nominated for Daisy Award twice.
- Received SICU Employee of the Month award twice.
- Nominated for Critical Care Division Employee of the Quarter.

PROFESSIONAL SERVICE AND MEMBERSHIPS

- Midwest Nursing Research Society (Current)
- National League for Nursing (Current)
- International Nursing Association for Clinical Simulation and Learning (Current)
- Sigma Theta Tau International Honor Society of Nursing (Current)
- American Association of Critical Care Nurses (Current)

SCHOLARSHIP

- Fancying Up Fundamentals. Poster presented at NLN Technology Summit, Tampa, FL (October 2015).
## Appendix J
### Four-Year Plan of Study

**Freshmen Year Curriculum**

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<tr>
<th>Course</th>
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<th>Weeks</th>
<th>Semester Hours</th>
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<td>IDS 1610</td>
<td>Being Human</td>
<td>16</td>
<td>4</td>
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<td>BIO 1210</td>
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<td>Anatomy &amp; Physiology I w/Lab</td>
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| Total    | 16 SH                          |       |                | Total    | 16 SH                          |       |                |
### Sophomore Year Curriculum

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<th>Course</th>
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<td>BIO 2670</td>
<td>Anatomy &amp; Physiology II w/Lab</td>
<td>16</td>
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<td>Lifespan Development*</td>
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<td>Microbiology w/Lab</td>
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<td>Elective (Distribution Requirement)</td>
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**Total** 12 SH

**Total** 16 SH

*PSY 3350 Child and Adolescent Development and PSY 3360 Adult Development and Aging are equivalent to PSY 3250 Lifespan Development.*
## Junior Year Curriculum

### FALL/FIRST SEMESTER

<table>
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<tr>
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<th>Course</th>
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<th>Semester Hours</th>
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<tbody>
<tr>
<td>NUR 3100</td>
<td>Principles of Nursing I with Clinical – 10 weeks</td>
<td>16</td>
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<td>NUR 3160</td>
<td>Pharmacological Concepts</td>
<td>16</td>
<td>4</td>
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<tr>
<td>NUR 3260</td>
<td>Health Assessment, Education, and Promotion with Lab</td>
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<td>4</td>
<td>NUR 3110</td>
<td>Principles of Nursing II with Clinical – 7 weeks</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>NUR 3000</td>
<td>Introduction to Professional Nursing</td>
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<td>3</td>
<td>NUR 3400</td>
<td>Psychiatric/Mental Health Issues with Clinical – 7 weeks</td>
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<td>IDS 3040</td>
<td>Global Justice</td>
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**Total** 17 SH

### SPRING/SECOND SEMESTER

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<td>Principles of Nursing I with Clinical – 10 weeks</td>
<td>16</td>
<td>6</td>
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<td>NUR 3160</td>
<td>Pharmacological Concepts</td>
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<td>4</td>
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<td>NUR 3110</td>
<td>Principles of Nursing II with Clinical – 7 weeks</td>
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<td>NUR 3400</td>
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**Total** 15 SH
## Senior Year Curriculum

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<td>Nursing Research</td>
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<td>NUR 4500</td>
<td>Nursing Care of the Family with Clinical – 14 weeks</td>
<td>16</td>
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<td>NUR 4200</td>
<td>Nursing: A Global Community Outlook with Clinical – 6 weeks</td>
<td>16</td>
<td>4</td>
<td>NUR 4600</td>
<td>Leadership and Management</td>
<td>16</td>
<td>3</td>
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<td>NUR 4300</td>
<td>Medical Surgical I: Collaborative Practice in Health and Illness with Clinical – 13 weeks</td>
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<td>7</td>
<td>NUR 4800</td>
<td>Medical Surgical II: Collaborative Practice in Health and Illness with Clinical 7 weeks</td>
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Appendix K

Nursing Course Descriptions

NUR 3000 Introduction to Professional Nursing
3 semester hours

This course explores the development of professional nursing. Students are introduced to selected concepts, themes and theories which will be used as a foundation throughout the curriculum. Major contemporary nursing issues are explored within historic, economic, philosophical and political contexts. The concepts of health and illness as influenced by psychological, social, cultural, ethical and legal issues are examined. Nursing theories, the ANA Nursing Scope and Standards of Practice, Code of Ethics for Nurses, and the Illinois Nurse Practice Act are explored. The development of nursing knowledge, diagnoses, interventions and outcomes are emphasized.

NUR 3100/Z Principles of Nursing I
6 semester hours

This course applies major concepts from the liberal arts and sciences to the understanding of the nursing profession. The framework for nursing knowledge base is developed and fundamental nursing interventions (physiologic, communicative, behavioral, and environmental) are taught using the evidence upon which the profession and the care of patients and populations is based. The course introduces the nursing student to the professional nursing role and its influence on health and illness, health promotion and disease prevention at the individual and population level across the lifespan. The professional role is explored within the context of the social, cultural, ethical and legal issues inherent in the nurse’s role as provider of care, educator and advocate and as a member of the profession. The student is introduced to the health care system and the nurse’s role as a member of a multidisciplinary care team.

Clinical: An integration of laboratory and clinical experiences will focus on the development of the nursing student to begin to systematically analyze information and implement fundamental nursing interventions based on evidence-based practice and recognize patterns of patient needs.

NUR 3110/Z Principles of Nursing II
6 semester hours

This course builds on the conceptual framework developed in Principles of Nursing I. The professional nursing role is explored further to gain a deeper understanding of the nurse’s role as provider of care, educator, advocate and member of the profession. The student continues to function within the health care system as a member of an inter-professional care team.

Clinical: An integration of laboratory and clinical experiences will focus on the development of the nursing student to expand the ability to systematically analyze information, implement fundamental nursing
interventions based on evidence-based practice and recognize patterns of patient needs. The course uses a blend of experiential and simulated learning activities.

**NUR 3160 Pharmacological Concepts**  
4 semester hours  
This course utilizes the basic knowledge from the physical and life science foundation to study the effects and interactions of pharmacologic agents on the client population. The focus of the course is to gain an understanding of the underlying physiology of the human body and the pharmacologic effects an agent will have on the human body. The pharmacological concepts of pharmacokinetics and pharmacodynamics are applied to each pharmacologic agent therapeutic category. The course also explores the ethical, legal, cultural and age implications of pharmacologic therapy across diverse populations and the lifespan.

**NUR 3260/Z Health Assessment, Education and Promotion/Lab**  
4 semester hours  
This course provides the framework for the systematic collection, organization, interpretation, integration and communication of data reflecting the health status of individuals across the lifespan with emphasis on aging. This includes assessment of mental status, basic psychosocial status, functional health patterns, and physical assessment skills. The National Health Objectives provide the organizing framework for promotion of health and reduction of risks that impact individuals, families, and communities in aggregate. Health promotion strategies and practices are explored. Clinical laboratory provides integration for advancing critical thinking skills.

**NUR3400/Z Psychiatric-Mental Health Nursing**  
5 semester hours  
Reflecting the ANA Psychiatric-Mental Health Nursing Scope and Standards of Practice, this course prepares the nurse generalist to utilize effective communication to develop therapeutic interpersonal relationships foundational to all nursing practice. The dynamic interaction of physical and mental illnesses requires holistic nursing approaches developed from broad-based ways of knowing. Purposeful use of self is the art of psychiatric-mental health nursing while nursing, psychosocial, neurobiological theories, and research evidence provide its scientific base. A comprehensive exploration of major psychiatric disorders and current treatments prepares the nurse to function as an effective member of the inter-professional care team.

**Clinical:** Clinical opportunities include experiential learning activities involving psychiatric patents across the lifespan in acute care and community-based settings. Exposure to self-help groups and other community resources are included. Simulated experiences may be utilized.
NUR 4050 Nursing Research
3 semester hours
Research provides the foundation for evidence-based professional nursing practice. A basic understanding of how evidence is developed incorporates the research process, clinical judgment, inter-professional perspectives and patient preferences. The role of the baccalaureate nurse as consumer of research is the focus of this course. Students will develop skills to accurately interpret evidence to improve patient outcomes.

NUR 4200/Z Nursing: A Global Community Outlook
4 semester hours
This course incorporates concepts from nursing and applies them to public health functions and community-based patient care. The focus shifts from individual health to population-focused nursing. The dynamic influence of social justice, political agendas, health disparities and culture on the collective values of health promotion, disease and injury prevention, and quality and accessibility of health services are emphasized. Current trends in the global health community are explored.
Clinical: The clinical component for this course will apply nursing concepts and public health and community-based practices to selected populations to facilitate the promotion, maintenance and restoration of optimal health across the lifespan.

NUR4300/Z Medical Surgical Nursing I: Collaborative Practice in Health and Illness
7 semester hours
This medical surgical nursing course builds on the conceptual foundations learned in the principles of nursing practice, health assessment, pharmacology and behavioral health nursing courses. Pathophysiologic processes of all body systems are discussed focusing on evidence-based nursing interventions in the acute care setting. Application of the nursing process in interdisciplinary practice to prevent, promote, maintain and restore health throughout the lifespan is emphasized.
Clinical: The clinical practicum focuses on intermediate nursing care and critical thinking within a collaborative practice setting. Emphasis is placed on the integration of evidence-based nursing interventions with the goal of meeting the diverse health needs of vulnerable adult patients from young adulthood to older adults.

NUR 4500/Z Nursing Care of the Family
7 semester hours
This course focuses on the care and support of women, children and families. The course assists students in using critical thinking to identify the options for holistic, evidence-based practice within the realm of maternal and child nursing. In addition, students will explore strategies and resources for the provision of appropriate care in various clinical settings within social, ethical and multicultural frameworks.
Clinical: The nursing care of women, children and families in various clinical settings is the focus of this clinical. Simulation learning experiences may be utilized to augment clinical experiences.
**NUR 4600 Leadership Ethics & Policy**  
3 semester hours

This capstone course for the pre-licensure student facilitates the transition from student to professional nurse. The roles, traits, and contributions of the nurse in leadership and managerial positions are explored. Conceptual aspects of power, problem solving/decision making, effective communications, conflict resolution, delegation, team building, quality improvement and patient safety are applied to a variety of situational contexts. Legal and ethical issues related to the professional nurse are discussed and applied to theoretical situations.

**NUR 4605 NCLEX Review**  
1 semester hour

Review of concepts required for licensure examination and entry into the practice of professional nursing. Includes application of National Council Licensure Examination for Registered Nurses (NCLEX-RN) test plan, assessment of strengths as well as knowledge deficits, and planning and implementation of needed remediation.

**NUR 4800/Z Medical Surgical Nursing II: Collaborative Practice in Health and Illness**  
6 semester hours

The medical surgical course builds on the conceptual foundations developed in Medical-Surgical Nursing I and in Nursing Research. Pathophysiological processes are discussed, focusing on evidence-based nursing interventions in the acute care setting with an emphasis on the high-acuity patient, examining a diverse population across the adult lifespan. The professional nursing role is explored further to gain a deeper understanding of the nurse’s role as provider of care, educator, advocate, researcher and manager of care. The student continues to function as a member of the inter-professional care team and is expected to continue to gain skills and confidence when collaborating with others.

**Clinical:** The clinical experience, utilizing professional nurse mentors, emphasizes complex decision making through collaborative practice in high acuity and critical care settings. The student must demonstrate increasing autonomy and assume an assignment that more closely approximates a realistic workload for the novice nurse by developing skills in delegation, prioritization and management of care as an integral part of the inter-professional team.
Appendix L

First Year Nursing Course Syllabi
George Williams College of Aurora University
Pre-Licensure BSN Program

Course No. and Title:  NUR 3000 - Introduction to Professional Nursing
Term/Academic Year:  Fall 2017
Lecture Meeting Time/Room Location:  
Credit:  3 semester hours
Instructor's/Course Coordinator Names:  To be determined
Office Hours and Location:  Times and room number
E-mail:  
Prerequisites:  None
Aurora University Email:  AU email account is the official method of communication from the university.

I.  Course Overview

This course explores the development of professional nursing. Students are introduced to selected concepts, themes and theories, which will be used as a foundation throughout the curriculum. Major contemporary nursing issues are explored within historic, economic, philosophical, and political contexts. The concepts of health and illness as influenced by psychological, social, cultural, ethical, and legal issues are examined. Nursing theories, the ANA Nursing Scope and Standards of Practice, Code of Ethics for Nurses, and the Illinois Nurse Practice Act are explored. The development of nursing knowledge, diagnoses, interventions, and outcomes are emphasized. This course fulfills the university requirement for a 3000 level writing intensive course within the nursing major.

II.  Learning Outcomes

1.  Identify professional roles including those of care manager, provider and coordinator, advocate, educator, researcher, and member of the nursing profession, as they exist across a variety of settings.  I, III, I
2.  Identify the major social and historical forces contributing to the development of the profession of nursing and health care delivery systems.  I, III
3.  Compare and contrast the types of educational preparation in nursing as they relate to the role of the professional nurse.  I, II, III
4.  Discuss the responsibilities, implications and challenges of transitioning to the role of the professional nurse.  I, II, III, IX
5.  Compare selected nursing theories while beginning to develop a personal nursing philosophy.  I, III
6.  Analyze the role of the professional nurse within the inter-professional inter-disciplinary team in the healthcare delivery system.  I, II, III, IX
7.  Assess health/illness beliefs, values, attitudes and practices of individuals, families, groups, communities and populations.  I, II, I
   a.  Use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations across the lifespan.  I, II, I, II, III, IX
   b.  Explore how socio-cultural, economic, legal and political factors influence healthcare delivery and practice.  I, III, I, III
10. Examine the roles and responsibilities of the regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing practice. II, III, IX
11. Compose a scholarly paper utilizing evidence to support a thesis developed through analysis and synthesis. I, I, IX

III. **Class Format/Instructional Methods**

Discussion, Lecture, Small Group Process, Audiovisual Media ideas, Handouts, Written Assignments.

IV. **Books/Materials: (Required and Optional)**

**Required**


**Optional**

None

V. **Description of Assignments**

NUR 3000 is a writing intensive course. Proficient writing skills are an expectation of graduates from Aurora University. Papers should be scholarly works that demonstrate critical thinking. See Assignment Guidelines at the end of the Tentative Class Schedule for a detailed explanation of course assignments.

**Guidelines**

- The scholarly papers are the major assignments of this writing intensive course. Carefully review the Rubric for Writing Assessment handout. You will have an opportunity use the feedback from your instructor on your first paper to maximize your grade. Remember that this is not a writing course, but a writing intensive course. Therefore, sentence level editing is your sole responsibility and will not be corrected by your NUR3000 instructor.
- The Center for Teaching and Learning’s writing specialists are available to assist with writing. Make an appointment now if you have struggled in previous writing courses, if you have problems with spelling and grammar, sentence construction, thesis statements, paragraph
development, transitions, punctuation, etc. These skills are covered in pre-requisites and will not be covered in this course.

- Writing expectations at the 3000 level are high. You are expected to draw conclusions within your paper, to cite nursing literature and to be proficient in the use of APA.
- **Students whose overall papers are not proficient cannot pass the course or advance in the nursing program.**

**Reflective Journals (3): To be completed in class**

The reflective journals provide students the opportunity to reflect on their learning within the Pre-Licensure BSN Program. Journals should be between 200-250 words. The following questions can be used to guide your reflection.

- How am I doing so far in my nursing journey
- Which learning strategies have been successful
- Are there learning strategies that I relied on in the past that are no longer effective
- How can I adjust my strategies to my learning
- What resources are available to help my efforts to improve as a learner

**Theorist Paper Guidelines: (20% of grade)**

The Theorist Paper is a scholarly 3-5 page paper (excluding title page and reference page - abstract not required). The expectation is that the paper will be written in APA format with sources cited accordingly. The paper should address the following:

- Which nursing theory (s) and/or theorist (s) most closely aligns with your experience or personal philosophy of nursing
- Explain the nursing theory as well as the application of the theory to your personal philosophy or experience.
- Discuss the key points of the theory.
- How does this theory impact nursing practice

**Final Paper Guidelines: (40% of grade)**

*You must receive a satisfactory grade on this paper in order to pass the course, regardless of your other grades.*

The Final Paper is a scholarly 5-6 page paper (excluding title page, abstract, or reference page). The expectation is that the paper will be written in APA format with sources cited accordingly.

The paper utilizes the Healthy People 2020 Health Indicators to create a persuasive paper discussing the importance of one health indicator of your choosing. The topic of your paper must be approved by your course instructor. The paper should address the following
• Present a general introduction of the problem. Use a thesis statement which states your opinion or claim as a nursing student.

• Discuss the history of the problem. This should include a literature review with past attempts at a solution to your problem. Sources required.

• How pervasive is your problem? Who is affected? Sources required.

• Repercussions of the problem if not solved. Relevance. Sources required. Anticipate objections to your proposed solution and address these objections.

• Conclusion: Restatement of thesis and summary of main ideas. How has your increasing professional identity as a nursing student with theoretical and practical knowledge impacted your argument? How as a nurse do you envision your ability to assist with this issue?

**Learning How to Learn – Learning Presentations**

- **Content** – Each student will be assigned a group to develop a presentation on a particular learning style. References and accurate citations in APA format are required. Effective content will be accurate, complete, and interesting to read. Feel free to add pictures, video...etc.

- **Interactive or creative content** – Your presentation must include an activity for the class utilizing your group’s learning style. This can take the form of a quiz, a game, or a journal article (with a quiz) about the learning strategy...or surprise me, be creative!

- **Presentation** – On the specified date your group will present to the class. The grading rubric is included in this syllabus.

**VI. Student Learning Assessment and Grading Policy**

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<td>Learning Styles Presentation</td>
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No grades will be posted until a minimum of twenty-four hours after the last section of this course has taken the exam.

Students are required to discuss the submission of late papers with the instructor BEFORE the due date- except in cases of emergency. Papers turned in after the due date will incur a 5% deduction.

A cumulative grade of 77 (C) must be achieved in NUR 3100 didactic plus successful completion of NUR 3100 clinical and skills laboratory component in order to meet the objectives of the course.

No grades will be given to a student via phone or posted on any faculty door. Grade notification will be
via Moodle.

Any student in Pre-Licensure BSN Program who fails an exam below 77% is required to meet with the course instructor within one week.

VII. Examination Policy

A student who fails to attend a scheduled examination/quiz without PRIOR notification will receive a grade of zero for the examination/quiz. Notification of absence MUST occur by voice mail directly to the course instructor. The student will contact the course instructor for rescheduling within two (2) business days of the originally scheduled examination/quiz. The student will take the examination/quiz by special arrangement with the instructor.

Format for make-up examination/quiz may differ from the original examination/quiz. The make-up examination/quiz, containing different items dealing with the same general topic, must be taken before the next class period. If it is not or if arrangements are not made to make up this work a score of zero will be recorded for that examination/quiz. At the discretion of the course instructor, there may be point deductions from a rescheduled examination/quiz.

In order to accurately assess a student’s progress during the examination process, no sharing of information or using notes allowed, unless specifically authorized. Failure to follow the guidelines established for the examination/quiz will result in a score of zero for that examination/quiz.

Multiple choice tests are graded using Scantron technology. The only answers that will be accepted will be those entered on the Scantron sheet. Students will not be given extra time during the test to fill in the Scantron bubbles.

Exam review will occur up to one week following the exam through posted office hours. NO EXAMS may be reviewed following this one-week parameter. No phones or computers will be allowed during test review.

Course Specific Exam Policy

Multiple choice tests are graded using Scantron technology. The only answers that will be accepted will be those entered on the Scantron sheet. Students will not be given extra time during the test to fill in the Scantron bubbles.

No phones or computers will be allowed during test review.

Permission to take the final exam other than as scheduled occurs only under extenuating circumstances as approved by the instructor. Emergency situations should be considered on an individual basis.

Final Exam Policy

Permission to take the final exam other than as scheduled occurs only under extenuating circumstances as approved by the instructor. Emergency situations should be considered on an individual basis.
VIII. Course and Program Assessment

Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student's academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one's personal and professional growth and development within the teaching-learning environment. Program assessment informs faculty and the larger community how the program has effectively achieved its outcomes and purposes. This course contributes to the achievement of program outcomes when all course assignments, the ATI test scores and the student's evaluation of course learning outcomes are analyzed and the data used to develop, maintain and revise the curriculum.

IX. Tentative Class Schedule

To be determined

X. Attendance Policy

The faculty of the Department of Nursing is both obliged and committed to the development of professional values and behaviors in the students. Students are required to attend class, be on time, prepared, and to actively participate in class. Missed content classes are the responsibility of the student. Preparation is essential for effective participation. If a student is unable to attend class she he should notify the instructor prior to the start of class.

Students are required to attend all didactic sessions. Additionally, she he must be on time, be prepared read all materials as well as viewed videos and completed CAIs as assigned, and actively participate. It is the student’s professional responsibility to notify the didactic instructor prior to any absence due to an emergency. More than one day’s absence will require a physician’s note. A student who is absent three or more times from didactic class sessions will be referred to the Professional Practice Review Committee of the Department of Nursing for disciplinary action.

Tardiness

Students are also required to be in class on time. This applies to didactic, clinical rotations, and laboratories. Tardiness will be recorded for each class session. Chronic tardiness may lead to a referral to the Professional Practice Review Committee for disciplinary action.

XI. Classroom Conduct Policy

Students enrolled in AU courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor. Continued problems will be reported to the College Dean and or the Dean of Student Life for further action. Course instructors may also impose class related sanctions on the offending student. (AU Academic Standards and Conduct Committee, 2006)”
XII. Academic Integrity

Preparation for a professional career includes responsibility and accountability for one’s work and decisions; therefore, assignments are expected to reflect the effort and thoughts of the individual student, except as indicated by the use of properly documented material. Failure to properly credit the work of another will result in a grade of 0 for the assignment any student accused of cheating may receive a score of 0 for the examination or assignment.

Procedures to be Followed When a Violation of Academic Integrity is Identified

Suspected cases of academic integrity violation should be reported to the course instructor, the administration of the school or department under whose jurisdiction the suspected offense took place, or to the Academic Affairs office and will be addressed using the procedures set forth in this Policy Statement. Students notified by the faculty member or Registrar of a suspected academic integrity violation may not change their registration in a course in which the charge is pending or in which a finding of violation has been made. Students who voluntarily withdraw from the university while an academic integrity violation is pending are not deemed to be in good standing and may not return to the university until a pending violation is resolved.

Electronic Device Policy: All devices except laptops are to be turned off unless an extenuating circumstance exists and is previously approved by the instructor. Laptop computers may be used during class for taking notes specific to the lecture in progress. Use of the laptop for any other purpose is prohibited. Any student found in violation of this class rule will lose laptop privileges during class for the remainder of the semester.

Use of cell phones for any form of social networking e.g., text messaging, face book, surfing the web, texting is strictly prohibited during class will result in expulsion from class and recorded as an absence.

“Cheating” is obtaining, using or attempting to use unauthorized materials or information for example notes, texts, or study aids or help from another person for example looking at another student’s test paper, or talking with him/her during an exam, in any work submitted for evaluation for academic credit. This includes exams, quizzes, laboratory assignments, papers and or other assignments. Other examples include altering a graded work after it has been returned, then submitting the work for regrading or submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors.

Fabrication is unauthorized falsification, invention or copying of data, falsification of information, citations, or bibliographic references in any academic course work for example, falsifying references in a paper altering, forging, or falsifying any academic record or other University document.

Plagiarism is representing someone else’s work (including their words and ideas) as one’s own or providing materials for such a representation, for example, submitting a paper or other work that is in whole or part the work of another, failing to cite references, presenting material verbatim or paraphrased that is not acknowledged and cited.
Obtaining an Unfair Advantage is a stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor; b stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; c intentionally obstructing or interfering with another student’s academic work; or (d) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students’ academic work.

Unauthorized Access to Computerized Records or Systems. This is unauthorized review of computerized academic or administrative records or systems; viewing or altering computer records; modifying computer programs or systems; releasing or dispensing information gained via unauthorized access; or interfering with the use or availability of computer systems of information.

Facilitating academic dishonesty. This is helping or attempting to assist another commit an act of academic dishonesty in violation of this Code (for example, allowing another to copy from one’s test or allowing others to use or represent one’s work as their own).

Notes: Examples provided are illustrations only and are not inclusive. Other behaviors, not exemplified, apply.

The above is in part adapted from “Issues and Perspectives on Academic Integrity,” a pamphlet distributed by the National Association of Student Personnel Administrators.

Academic programs, colleges, and departments within the University may have additional guidelines regarding academic dishonesty that supplement this Code.

XIII. Academic Support Center (ASC)

The Academic Support Center provides assistance to students having academic difficulties. It will be located within Scott Library at GWC. Assistance from the ASC is free of cost. GWC’s Scott Library will also be the hub for peer-tutoring available to students. Peer-tutoring is available in writing as well as other subjects. To make a tutor appointment, please email gwcommons@aurora.edu. Drop-in appointments will be available but priority will be granted to those who make appointments in advance.

XIV. Disability Statement

Aurora University values diversity and inclusion and recognizes disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive. If you anticipate barriers related to the format, requirements, or assessment of this course, you are encouraged first to contact the Disability Resource Office 630-44-5520 in the Academic Support Center, then to meet with the instructor to discuss options or adaptations. Students requesting accommodations or further information should contact the Director of the Academic Support Center, Julie Hall at 630-44-5454. Students may inquire about disability services at George Williams College by contacting Jenni Herrick, Assistant Dean Director of Student Success at 262-245-572 or herrick@gwc.aurora.edu.
XV. Scott Library  www.aurora.edu/library

In conjunction with Phillips Library on the Aurora Campus, Scott Library will provide a full-service staff to address the research needs of GWC students. Books will be available at Scott Library, through our campus exchange, and via IShare and staff will be there to assist students with research questions.

Phillips Library, also available for GWC students, provides on-line subscription access to high quality, credible information including journal articles and ebooks. High quality sources increase the likelihood of producing a high quality paper. Bookmark the Phillips Library homepage at www.aurora.edu/library and start searching the collection at www.libguides.aurora.edu/databases. Librarians are a valuable resource available to students from both campuses please do not hesitate to ASK A LIBRARIAN look for the GREEN CHAT BUTTON on the library homepage for assistance with any research questions.

Nursing Librarian - Joyce Pallinger, _palliger_@aurora.edu or use the following link http://libguides.aurora.edu/NUR

Faculty and students are responsible for abiding by all copyright laws. Guidance on abiding by copyright laws can be found at http://libguides.aurora.edu/ForFaculty/copyright.

XVI. Sexual Misconduct Policy

Aurora University does not tolerate sexual misconduct against students, staff, faculty, or visitors, in any form, including but not limited to sex discrimination, sexual harassment, dating domestic violence, stalking, and sexual assault. The University also provides assistance for community members reporting sexual misconduct. For additional information, including detailed definitions, reporting options, and support resources, please see AU’s Sexual Misconduct Policy at www.aurora.edu/sexualmisconductresources.

The University has designated the following individual to enforce the sexual misconduct policy and to educate the community regarding reporting and prevention

Title IX Coordinator at AU Aurora, Illinois Campus  Shaun Neitzel, Dean of Student Life, sneitzel@aurora.edu, 630- 44-6515.

Title IX Coordinator at George Williams College Campus  Dr. Kate Herrick, Dean of Academics and Student Life, kherrick@aurora.edu, 262-245- 51.

XVII. Confidential on-campus support and resources are provided by:

Counseling Services 1400 Southlawn north entrance
Dr. Marcie Wiseman, mwiseman@aurora.edu, 630- 44-5416

The Wellness Center 1400 Southlawn west entrance
Cheryl Block MSN, RN cblock@aurora.edu, 630- 44-5434

The Wackerlin Center 430 S. Evanslawn south of ago Field
Chaplain, Mark Woolfington, mwoolfington@aurora.edu, 630- 44-6175
George Williams College 350 Constance Blvd
Counselor, Julie Beyers, beyers_gwc.aurora.edu, 262-245-531 or Chaplain Bill Schwartz, bschwartz_gwc.aurora.edu, 262-245-574

XVIII. Statement about University Emergency Procedures

“Students are encouraged to be aware of measures that Aurora University has taken to create a safe learning environment. All classrooms and labs have a deadbolt lock installed in entry doors. The university has also installed location maps in each room on campus. These maps include the floor plan of the floor on which the room is located, the name and address of the building, emergency exits for the building, and safety zones in the case of severe weather. As the university puts in place other safety procedures or plans, the campus community will be notified. Please remember that it is important for everyone to report suspicious or threatening objects, people, or conditions to Campus Safety. In emergency and non-emergency situations call 262-743-320 or 911.

In addition, Aurora University has an Emergency Text Messaging system in the event of either campus canceling classes or closing offices due to inclement weather or a critical situation on a campus. All current students are automatically enrolled. Official AU alert messages are always delivered from the same contact number. Please add 672237, 78015, 81437, and 226787 to your contacts as “AU Emergency Notifications” (Note: this is a short code, not a seven-digit phone number).

If you do not have text messaging enabled on your cellular phone, you can check the GWC website homepage to see if there is an emergency announcement.

XIX. Modification of Syllabus

This syllabus is tentative. The instructor reserves the right to modify the syllabus based on unforeseen circumstances.

CLASS SCHEDULE TO BE DETERMINED
Course No. and Title: NUR 3100  Principles of Nursing I
Term/Academic Year:  Fall 2017
Lecture Meeting Time/Room Location:
Credit: Clinical component to NUR 3100
Instructor: To be determined
Office Hours and Location: To be determined
E-Mail:
Meeting Time/Room Location: To be determined
Patient Care Skills Lab: Winston Paul 104 – Simulation lab. Dates and times to be determined.
Clinical Days: NUR 3100Z (10 week rotation – 6 hour days) Dates and times to be determined.
Prerequisites: Admission to the Pre-Licensure BSN Program all BSN core courses ENG 1000 and ENG 2010 and MTH 1000 or successfully passed the mathematics competency examination. Concurrent with NUR 3000, NUR 3260.
Aurora University Email: AU email account is the official method of communication from the university.

I.  Course Overview

This course applies the ma or concepts from the liberal arts and sciences to the understanding of the nursing profession. The framework for nursing knowledge base is developed and fundamental nursing interventions physiologic, communicative, behavioral, and environmental are taught using the evidence upon which the profession and the care of patients and populations is based. The course introduces the nursing student to the professional nurse role and its influence on health and illness, health promotion and disease prevention at the individual and population level across the lifespan. The professional role is explored within the context of the social, cultural, ethical and legal issues inherent in the nurse’s role as provider of care, educator and advocate and as a member of the profession. The student is introduced to the health care system and the nurse’s role as a member of a multidisciplinary care team.  Level III

Clinical

An integration of laboratory and clinical experiences will focus on the development of the nursing student to begin to systematically analyze information and implement fundamental nursing interventions based on evidence based practice and recognize patterns of patient needs.
II. Learning Outcomes

1. Demonstrate the beginning ability to understand the human experience and integrate theories and concepts from a liberal arts education, including the physical, life, mathematical, and social sciences and humanities into nursing practice. I

2. Demonstrate the beginning knowledge and appreciation for the nature and influences of belief systems, culture, social structures, and values on health related behavior in diverse populations. I

3. Use the fundamental concepts, science, theories and evidence upon which the nursing profession is built to formulate nursing interventions and understand how they affect the physiologic, behavioral, communicative, and environmental facets of care. I,III,

4. Engages in ethical reasoning and actions to promote advocacy, culturally sensitive care, and social justice as a nursing professional. I

5. Understand the nature and importance of critical thinking and evidence based practice as the cornerstone for clinical decision-making and is able to demonstrate critical thinking skills in the classroom and through assignments. I,II,I ,IX

6. Begins to use the skills of inquiry and analysis and information literacy to discuss practice issues as a collaborative provider of care and educator. I,II,III

7. Understands and applies adult learning strategies to client teaching situations, appreciates the need for cognitive, affective and psychomotor learning and can evaluate factors which influence the patient’s readiness to learn. I, III

   . Participate as part of the interdisciplinary team in the role of the nurse to prevent disease prevention and support health promotion. I, II, II,

   . Identifies protective and predictive factors including a beginning understanding of genetics, which influence the health of individuals, families, groups, communities, and populations across the lifespan. I, I, II

III. Class Format/Instructional Methods

Lecture required readings group discussions and activities audio-visual instruction laboratory clinical experiences, activities-demonstration returns and independent study practice, handouts.

IV. Books/Materials: (Required and Optional)

Required

ATI Skills ideas


10th ed. . St. Louis, MO Mosby, Inc. ISBN 7 -0-323-0 54 -6


Optional

Davis Edge for Fundamentals ISBN 7-0-036-4022-1


V. **Student Learning Assessment and Grading Policy**

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<thead>
<tr>
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NOTE A cumulative grade of 77% must be achieved in NUR 3100 didactic plus successful completion of NUR 3100 clinical and skills laboratory component in order to meet the objectives of the course.

Students are required to discuss the submission of late papers with the instructor BEFORE the due date - except in cases of emergency. Papers turned in after the due date will incur a 5% deduction.

No grades will be given to a student via phone or posted on any faculty door. Grade notification will be via Moodle.

VI. **Examination Policy**

A student who fails to attend a scheduled examination without PRIOR notification will receive a grade of zero for the examination. Notification of absence MUST occur by voice mail directly to the course instructor. The student will contact the course instructor for rescheduling within two (2) business days of the originally scheduled examination. The student will take the examination by special arrangement with the instructor.

Format for make-up examination may differ from the original examination (e.g., short answer or essay). The make-up examination containing different items dealing with the same general topic, must be taken before the next class period. If it is not or if arrangements are not made to make up this work a score of zero will be recorded for that examination. At the discretion of the course instructor, there may be point deductions from a rescheduled examination.

In order to accurately assess a student’s progress during the examination process, no sharing of information or using notes allowed, unless specifically authorized. Failure to follow the guidelines established for the examination will result in a score of zero for that examination.
Multiple choice tests are graded using Scantron technology. The only answers that will be accepted will be those entered on the Scantron sheet. Students will not be given extra time during the test to fill in the Scantron bubbles.

Exam review will occur up to one week following the exam through posted office hours. NO EXAMS may be reviewed following this one-week parameter. No phones or computers will be allowed during test review.

**Medication Dosage Calculation Exam**

To meet course objectives, students must be able to administer medications in the clinical setting. Prior to students administering medication in the clinical setting, they must show evidence of proficiency in medication dosage calculations. Students demonstrate proficiency by passing the Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam in NUR 3110, NUR 4300 and NUR 400.

Students will have a maximum of three attempts to pass a Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam specific to each course with a 92%. Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam will not administer medications in clinical and risk not being able to meet the course objectives.

1st Attempt Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam on the first 1st attempt are required to complete instructor assigned remediation.

2nd Attempt Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam medication dosage calculation proficiency exam after the second 2nd attempt are required to meet with the course instructor or nursing tutor for remediation.

3rd Attempt Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam medication dosage calculation proficiency exam after a third 3rd attempt will fail the lab clinical or “Z” portion of the course, which will result in a course failure.

**Final Exam Policy**

Not applicable for clinical

**VII. Course and Program Assessment**

Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student's academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one's personal and professional growth and development within the teaching-learning environment. Program assessment informs faculty and the larger community how the program has effectively achieved its outcomes and purposes. This course
contributes to the achievement of program outcomes when all course assignments, the ATI test scores and the student's evaluation of course learning outcomes are analyzed and the data used to develop, maintain and revise the curriculum.

VIII. Tentative Class Schedule

To be determined

IX. Attendance Policy

The faculty of the Department of Nursing is both obliged and committed to the development of professional values and behaviors in the students. Students are required to attend class, be on time, prepared, and to actively participate in class. Missed content classes are the responsibility of the student. Preparation is essential for effective participation. If a student is unable to attend class she he should notify the instructor prior to the start of class.

Students are required to attend all didactic sessions. Additionally, she he must be on time, be prepared read all materials as well as viewed videos and completed CAIs as assigned , and actively participate. It is the student’s professional responsibility to notify the didactic instructor prior to any absence due to an emergency. More than one day’s absence will require a physician’s note. A student who is absent three or more times from didactic class sessions will be referred to the Professional Practice Review Committee of the Department of Nursing for disciplinary action.

Tardiness

Students are also required to be in class on time. This applies to didactic, clinical rotations, and laboratories. Tardiness will be recorded for each class session. Chronic tardiness may lead to a referral to the Professional Practice Review Committee for disciplinary action.

Clinical and Laboratory Attendance Policy

Students are required to attend all clinical and laboratory sessions as scheduled. Students may not switch lab sections. Additionally, she he must be on time, be prepared read all materials as well as view CAIs, D V s and or CD-ROM assignments , and actively participate in class. A clinical or laboratory absence may result in course failure. It is the student’s professional responsibility to notify the clinical and or lab instructor prior to any absence due to an emergency. Any clinical absence may result in a referral to the Professional Practice Review Committee of the Department of Nursing for disciplinary action.

X. Classroom Conduct

Students enrolled in AU courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor. Continued problems will be reported to the College Dean and or the Dean of Student Life for further action. Course instructors may also impose class related sanctions on the offending student. (AU Academic Standards and Conduct Committee, 2006)”
XI. Academic Integrity

Preparation for a professional career includes responsibility and accountability for one’s work and decisions; therefore, assignments are expected to reflect the effort and thoughts of the individual student, except as indicated by the use of properly documented material. Failure to properly credit the work of another will result in a grade of zero (0) for the assignment any student accused of cheating may receive a score of zero (0) for the examination or assignment.

Procedures to be Followed When a Violation of Academic Integrity is Identified

Suspected cases of academic integrity violation should be reported to the course instructor, the administration of the school or department under whose jurisdiction the suspected offense took place, or to the Academic Affairs office and will be addressed using the procedures set forth in this Policy Statement. Students notified by the faculty member or Registrar of a suspected academic integrity violation may not change their registration in a course in which the charge is pending or in which a finding of violation has been made. Students who voluntarily withdraw from the university while an academic integrity violation is pending are not deemed to be in good standing and may not return to the university until a pending violation is resolved.

Electronic Device Policy: All devices except laptops are to be turned off unless an extenuating circumstance exists and is previously approved by the instructor. Laptop computers may be used during class for taking notes specific to the lecture in progress. Use of the laptop for any other purpose is prohibited. Any student found in violation of this class rule will lose laptop privileges during class for the remainder of the semester.

Use of cell phones for any form of social networking e.g., text messaging, face book, surfing the web, texting is strictly prohibited during class will result in expulsion from class and recorded as an absence.

“Cheating” is obtaining, using or attempting to use unauthorized materials or information for example notes, texts, or study aids or help from another person for example looking at another student’s test paper, or talking with him/her during an exam, in any work submitted for evaluation for academic credit. This includes exams, quizzes, laboratory assignments, papers and or other assignments. Other examples include altering a graded work after it has been returned, then submitting the work for regrading or submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors.

Fabrication is unauthorized falsification, invention or copying of data, falsification of information, citations, or bibliographic references in any academic course work for example, falsifying references in a paper altering, forging, or falsifying any academic record or other University document.

Plagiarism is representing someone else’s work (including their words and ideas) as one’s own or providing materials for such a representation, for example, submitting a paper or other work that is in whole or part the work of another, failing to cite references, presenting material verbatim or paraphrased that is not acknowledged and cited.
Obtaining an Unfair Advantage is (a) stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor; (b) stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; (c) intentionally obstructing or interfering with another student’s academic work; or (d) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students’ academic work.

Unauthorized Access to Computerized Records or Systems. This is unauthorized review of computer or administrative records or systems; viewing or altering computer records; modifying computer programs or systems; releasing or dispensing information gained via unauthorized access; or interfering with the use or availability of computer systems of information.

Facilitating academic dishonesty. This is helping or attempting to assist another commit an act of academic dishonesty in violation of this Code (for example, allowing another to copy from one’s test or allowing others to use or represent one’s work as their own).

Notes: Examples provided are illustrations only and are not inclusive. Other behaviors, not exemplified, apply.

The above is in part adapted from “Issues and Perspectives on Academic Integrity,” a pamphlet distributed by the National Association of Student Personnel Administrators.

Academic programs, colleges, and departments within the University may have additional guidelines regarding academic dishonesty that supplement this Code.

XII. Academic Support Center (ASC)

The Academic Support Center provides assistance to students having academic difficulties. It will be located within Scott Library at GWC. Assistance from the ASC is free of cost. GWC’s Scott Library will also be the hub for peer-tutoring available to students. Peer-tutoring is available in writing as well as other subjects. To make a tutor appointment, please email gwccommons@aurora.edu. Drop-in appointments will be available but priority will be granted to those who make appointments in advance.

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Cheryl Block MSN, RN _eblock@aurora.edu_, 630- 44-5434

**The Wackerlin Center** 430 S. Evanslawn  south of ago Field  
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**George Williams College** 350 Constance Blvd  
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XVIII. **Modification of Syllabus**

This syllabus is tentative. The instructor reserves the right to modify the syllabus based on unforeseen circumstances.

**CLASS SCHEDULE TO BE DETERMINED**
George Williams College of Aurora University
Pre-Licensure BSN Program

Course No. and Title:  NUR 3100 Principles of Nursing I
Term/Academic Year:  Fall 2017
Credit:  Clinical component to NUR 3100
Instructor:  To be determined
Office Hours and Location:  To be determined
E-Mail:

Patient Care Skills Lab:  Winston Paul 104. Dates and times to be determined.

Clinical Days:  **NUR 3100Z (10 week rotation – 6 hour days)**  Dates, times and locations to be determined.

Prerequisites:  Admission to the School of Nursing all BSN core courses ENG 1000 and ENG 2010 and MTH 1000 or successfully passed the mathematics competency examination. Concurrent with NUR 3000, NUR 3260.

Aurora University Email:  AU email account is the official method of communication from the university.

I.  Course Overview

This course applies the ma or concepts from the liberal arts and sciences to the understanding of the nursing profession. The framework for nursing knowledge base is developed and fundamental nursing interventions physiologic, communicative, behavioral, and environmental are taught using the evidence upon which the profession and the care of patients and populations is based. The course introduces the nursing student to the professional nurse role and its influence on health and illness, health promotion and disease prevention at the individual and population level across the lifespan. The professional role is explored within the context of the social, cultural, ethical and legal issues inherent in the nurse’s role as provider of care, educator and advocate and as a member of the profession. The student is introduced to the health care system and the nurse’s role as a member of a multidisciplinary care team. Level III

Clinical

An integration of laboratory and clinical experiences will focus on the development of the nursing student to begin to systematically analyze information and implement fundamental nursing interventions based on evidence based practice and recognize patterns of patient needs.

II.  Learning Outcomes

1.  Demonstrate the beginning ability to understand the human experience and integrate theories and concepts from a liberal arts education, including the physical, life, mathematical, and social sciences and humanities into nursing practice. I
2. Demonstrate the beginning knowledge and appreciation for the nature and influences of belief systems, culture, social structures, and values on health related behavior in diverse populations. I
3. Use the fundamental concepts, science, theories and evidence upon which the nursing profession is built to formulate nursing interventions and understand how they affect the physiologic, behavioral, communicative, and environmental facets of care. I,III
4. Engages in ethical reasoning and actions to promote advocacy, culturally sensitive care, and social justice as a nursing professional. I
5. Understand the nature and importance of critical thinking and evidence based practice as the cornerstone for clinical decision-making and is able to demonstrate critical thinking skills in the classroom and through assignments. I,II,IX
6. Begins to use the skills of inquiry and analysis and information literacy to discuss practice issues as a collaborative provider of care and educator. I,II,III
7. Understands and applies adult learning strategies to client teaching situations, appreciates the need for cognitive, affective and psychomotor learning and can evaluate factors which influence the patient’s readiness to learn. I,III
   . Participate as part of the interdisciplinary team in the role of the nurse to prevent disease prevention and support health promotion. I,II,II
   . Identifies protective and predictive factors including a beginning understanding of genetics, which influence the health of individuals, families, groups, communities, and populations across the lifespan. I, I, II

III. Class Format/Instructional Methods
Lecture required readings group discussions and activities audio-visual instruction laboratory clinical experiences, activities-demonstration returns and independent study practice, handouts.

IV. Books/Materials: (Required and Optional)
Required
ATI Skills ideas
Doenges, M. Moorehouse, M. 2013. Application of nursing process and nursing


**Optional**

Davis Edge for Fundamentals ISBN  7 -0- 036-4022-1


V. **Student Learning Assessment and Grading Policy**

The clinical grade will be determined by a weekly and final clinical evaluation and successful completion of patient care laboratory assignments and a passing grade on the comprehensive laboratory final.

**CLINICAL AND SKILLS LABORATORY COURSE REQUIREMENTS**

Prior to each component, assigned reading and skill review is to be completed.

In the event of non-compliance of the above policy, the student may be referred at any time by the instructor to the Professional Practice Review Committee. Disruptions during class may result in a student or students being asked to leave class.

**Patient Care Laboratory Component**

Each student has registered for a fixed lab session. During this time, skills will be discussed and demonstrated and there will be some time for practice of those skills. The student must come to lab prepared. This includes watching the procedure videos, reading of the patient care skills in the textbook and workbook or additional patient care skills checklists as indicated. If a student appears unprepared, the student may be asked to leave lab at the instructor’s discretion. If a student is unable to attend a lab session, the student will need to make an appointment with the instructor to make-up the missed content at the instructor’s discretion. (Refer to Student Handbook.) **In the event of non-compliance, the student may be referred at any time by the instructor to the Professional Practice Review Committee.**

**Clinical Experience**

There will be ten (10) clinical experiences scheduled for NUR 3100. Learning Assignments are:

1. Complete a process recording with a focus on therapeutic communication with a patient.
2. Administration of basic nursing care, in an acute care or long term care facility 10 days.

Each clinical instructor determines student progression based on clinical evaluation. Student assignments may vary by individual student learning needs and different clinical sites.

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Completion of AUSFW Event  NA  Successful Unsuccessful

NOTE: A cumulative grade of 77% must be achieved in NUR 3100 didactic plus successful completion of NUR 3100 clinical and skills laboratory component in order to meet the objectives of the course.

Students are required to discuss the submission of late papers with the instructor BEFORE the due date- except in cases of emergency. Papers turned in after the due date will incur a 5% deduction.

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Format for make-up examinations may differ from the original examination, e.g., short answer or essay. The make-up examination, containing different items dealing with the same general topic, must be taken before the next class period. If it is not or if arrangements are not made to make up this work a score of zero will be recorded for that examination. At the discretion of the course instructor, there may be point deductions from a rescheduled examination.

In order to assess a student's progress accurately during the examination process, no sharing of information or using notes allowed, unless specifically authorized. Failure to follow the guidelines established for the examination will result in a score of zero for that examination.

Multiple choice tests are graded using Scantron technology. The only answers that will be accepted will be those entered on the Scantron sheet. Students will not be given extra time during the test to fill in the Scantron bubbles.

Exam review will occur up to one week following the exam through posted hours. NO EXAMS may be reviewed following this one-week parameter. No phones or computers will be allowed during test review.

Medication Dosage Calculation Exam

To meet course objectives, students must be able to administer medications in the clinical setting. Prior to students administering medication in the clinical setting, they must show evidence of proficiency in medication dosage calculations. Students demonstrate proficiency by passing the AUSON medication dosage calculation proficiency exam in NUR 3110, NUR 4300 and NUR 400.
Students will have a maximum of three attempts to pass an AUSON medication dosage calculation proficiency exam specific to each course with a 92%. Students who do not pass the specified AUSON medication dosage calculation proficiency exam will not administer medications in clinical and risk not being able to meet the course objectives.

1st Attempt Students who do not pass the specified AUSON medication dosage calculation proficiency exam on the first attempt are required to complete instructor assigned remediation.

2nd Attempt Students who do not pass the specified AUSON medication dosage calculation proficiency exam after the second attempt are required to meet with the course instructor or nursing tutor for remediation.

3rd Attempt Students who do not pass the specified AUSON medication dosage calculation proficiency exam after a third attempt will fail the lab/clinical or “Z” portion of the course, which will result in a course failure.

VII. Tentative Class Schedule
To be determined

VIII. Attendance Policy
The faculty of the School of Nursing is both obliged and committed to the development of professional values and behaviors in the students. Students are required to attend class, be on time, prepared, and to actively participate in class. Missed content classes are the responsibility of the student. Preparation is essential for effective participation. If a student is unable to attend class she/he should notify the instructor prior to the start of class.

Students are required to attend all didactic sessions. Additionally, she he must be on time, be prepared read all materials as well as viewed videos and completed CAIs as assigned, and actively participate in class. It is the student’s professional responsibility to notify the didactic instructor prior to any absence due to an emergency. More than one day’s absence will require a physician’s note. A student who is absent three or more times from didactic class sessions will be referred to the Professional Practice Review Committee of the School of Nursing for disciplinary action.

Tardiness
Students are also required to be in class on time. This applies to didactic, clinical rotations, and laboratories. Tardiness will be recorded for each class session. Chronic tardiness may lead to a referral to the Professional Practice Review Committee for disciplinary action.
Clinical and Laboratory Attendance Policy
Students are required to attend all clinical and laboratory sessions as scheduled. Students may not switch lab sections. Additionally, she he must be on time, be prepared read all materials as well as viewed videos and completed CAIs as assigned, and actively participate in class. A clinical or laboratory absence may result in course failure. It is the student’s professional responsibility to notify the clinical and or lab instructor prior to any absence due to an emergency. Any clinical absence may result in a referral to the Professional Practice Review Committee of the School of Nursing for disciplinary action.

IX. Classroom Conduct
Students enrolled in AU courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor. Continued problems will be reported to the College Dean and or the Dean of Student Life for further action. Course instructors may also impose class related sanctions on the offending student.

X. Academic Integrity
Preparation for a professional career includes responsibility and accountability for one’s work and decisions therefore, assignments are expected to reflect the effort and thoughts of the individual student, except as indicated by the use of properly documented material. Failure to properly credit the work of another will result in a grade of 0 for the assignment any student accused of cheating may receive a score of 0 for the examination or assignment.

Procedures to be Followed When a Violation of Academic Integrity is Identified
Suspected cases of academic integrity violation should be reported to the course instructor, the administration of the school or department under whose jurisdiction the suspected offense took place, or to the Academic Affairs office and will be addressed using the procedures set forth in this Policy Statement. Students notified by the faculty member or Registrar of a suspected academic integrity violation may not change their registration in a course in which the charge is pending or in which a finding of violation has been made. Students who voluntarily withdraw from the university while an academic integrity violation is pending are not deemed to be in good standing and may not return to the university until a pending violation is resolved.

Electronic Device Policy: All devices except laptops are to be turned off unless an extenuating circumstance exists and is previously approved by the instructor. Lap top computers may be used during class for taking notes specific to the lecture in progress. Use of the lap top for any other purpose is prohibited. Any student found in violation of this class rule will lose lap top privileges during class for the remainder of the semester.
Use of cell phones for any form of social networking (e.g., text messaging, face book, surfing the web, texting) is strictly prohibited during class will result in expulsion from class and recorded as an absence.

“Cheating” is obtaining, using or attempting to use unauthorized materials or information for example notes, texts, or study aids or help from another person for example looking at another student’s test paper, or talking with him/her during an exam), in any work submitted for evaluation for academic credit. This includes exams, quizzes, laboratory assignments, papers and or other assignments. Other examples include altering a graded work after it has been returned, then submitting the work for regrading or submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors.

Fabrication is unauthorized falsification, invention or copying of data, falsification of information, citations, or bibliographic references in any academic course work for example, falsifying references in a paper altering, forging, or falsifying any academic record or other University document.

Plagiarism is representing someone else’s work (including their words and ideas) as one’s own or providing materials for such a representation, for example, submitting a paper or other work that is in whole or part the work of another, failing to cite references, presenting material verbatim or paraphrased that is not acknowledged and cited.

Obtaining an Unfair Advantage is (a) stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor (b) stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use (c) intentionally obstructing or interfering with another student’s academic work; or (d) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students’ academic work.

Unauthorized Access to Computerized Records or Systems. This is unauthorized review of computerized academic or administrative records or systems viewing or altering computer records modifying computer programs or systems releasing or dispensing information gained via unauthorized access or interfering with the use or availability of computer systems of information.

Facilitating academic dishonesty. This is helping or attempting to assist another commit an act of academic dishonesty in violation of this Code (for example, allowing another to copy from one’s test or allowing others to use or represent one’s work as their own).

Notes: Examples provided are illustrations only and are not inclusive. Other behaviors, not exemplified, apply.

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Aurora University values diversity and inclusion and recognizes disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive. If you anticipate barriers related to the format, requirements, or assessment of this course, you are encouraged first to contact the Disability Resource Office 630- 44-5520 in the Academic Support Center, then to meet with the instructor to discuss options or adaptations. Students requesting accommodations or further information should contact the Director of the Academic Support Center, Julie Hall at 630- 44-5454. Students may inquire about disability services at George Williams College by contacting Jenni Herrick, Assistant Dean Director of Student Success at 262-245- 572 or herrick_gwc.aurora.edu.

XIII. Scott Library  www.aurora.edu library

In conjunction with Phillips Library on the Aurora Campus, Scott Library will provide a full-service staff to address the research needs of GWC students. Books will be available at Scott Library, through our campus exchange, and via IShare and staff will be there to assist students with research questions.

Phillips Library, also available for GWC students, provides on-line subscription access to high quality, credible information including journal articles and ebooks. High quality sources increase the likelihood of producing a high quality paper. Bookmark the Phillips Library homepage at www.aurora.edu library and start searching the collection at www.libguides.aurora.edu databases. Librarians are a valuable resource available to students from both campuses please do not hesitate to AS_A LIBRARIAN look for the GREEN CHAT BUTTON on the library homepage for assistance with any research questions.

Nursing Librarian - Joyce Pallinger, palliger_aurora.edu or use the following link http_libguides.aurora.edu NUR

Faculty and students are responsible for abiding by all copyright laws. Guidance on abiding by copyright laws can be found at http_libguides.aurora.edu ForFaculty copyright.

XIV. Sexual Misconduct Policy

Aurora University does not tolerate sexual misconduct against students, staff, faculty, or visitors, in any form, including but not limited to sex discrimination, sexual harassment, dating domestic violence, stalking, and sexual assault. The University also provides assistance for community members reporting sexual misconduct. For additional information, including detailed definitions, reporting options, and support resources, please see AU’s Sexual Misconduct Policy at www.aurora.edu sexualmisconductresources.
The University has designated the following individual to enforce the sexual misconduct policy and to educate the community regarding reporting and prevention:

Title IX Coordinator at AU Aurora, Illinois Campus  Shaun Neit el, Dean of Student Life, sneit_el_aurora.edu, 630- 44-6515.

Title IX Coordinator at George Williams College Campus  Dr. Kate Herrick, Dean of Academics and Student Life, kherrick_gwc.aurora.edu, 262-245- 51.

XV. **Confidential on-campus support and resources are provided by:**

Counseling Services 1400 Southlawn  north entrance  
Dr. Marcie Wiseman, mwiseman_aurora.edu, 630- 44-5416

The Wellness Center 1400 Southlawn  west entrance  
Cheryl Block MSN, RN cblock_aurora.edu, 630- 44-5434

The Wackerlin Center 430 S. Evanslawn  south of the Wagon Field  
Chaplain, Mark Woolfington, mwoolfington_aurora.edu, 630- 44-6175

George Williams College 350 Constance Blvd  
Counselor, Julie Beyers, beyers_gwc.aurora.edu, 262-245- 531 or Chaplain Bill Schwartz, bswartz_gwc.aurora.edu, 262-245- 574

XVI. **Statement about University Emergency Procedures**

“Students are encouraged to be aware of measures that Aurora University has taken to create a safe learning environment. All classrooms and labs have a deadbolt lock installed in entry doors. The university has also installed location maps in each room on campus. These maps include the floor plan of the floor on which the room is located, the name and address of the building, emergency exits for the building and safety zones in the case of severe weather. As the university puts in place other safety procedures or plans, the campus community will be notified. Please remember that it is important for everyone to report suspicious or threatening objects, people, or conditions to Campus Safety. In emergency and non-emergency situations call 262-74 - 320 or 11.

In addition, Aurora University has an Emergency Text Messaging system in the event of either campus canceling classes or closing offices due to inclement weather or a critical situation on a campus. All current students are automatically enrolled. Official AU alert messages are always delivered from the same contact number. Please add 672_3_7_015_1437, and 226787 to your contacts as “AU Emergency Notifications” (Note: this is a short code, not a seven-digit phone number).

If you do not have text messaging enabled on your cellular phone, you can check the GWC website homepage to see if there is an emergency announcement.

XVII. **Course and Program Assessment**

Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student's academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one's personal and professional growth and
development within the teaching-learning environment. Program assessment informs faculty and the larger community how the program has effectively achieved its outcomes and purposes. This course contributes to the achievement of program outcomes when all course assignments, the ATI test scores and the student's evaluation of course learning outcomes are analyzed and the data used to develop, maintain and revise the curriculum.

XVIII. Modification of Syllabus

This syllabus is tentative. The instructor reserves the right to modify the syllabus based on unforeseen circumstances.

CLASS SCHEDULE TO BE DETERMINED
George Williams College of Aurora University
Pre-Licensure BSN Program

Course No. and Title: NUR 3260  Health Assessment, Education and Promotion and
NUR 3260Z  Health Assessment, Education and Promotion Lab

Term/Academic Year: Fall 2017

Lecture Meeting Time/Room Location: To be determined

Credit: 4 semester hours  3 didactic 1 laboratory

Instructor's Name: To be determined

Office Hours and Location: To be determined

E-Mail:

Lab Sections: To be determined

Lab Meeting Time/Room Location: Winston Paul 104. Dates and times to be determined.

PRIOR to attending lab practicum, it is the responsibility of the student to complete weekly assignments
in the student laboratory manual. A student unprepared for lab practicum will receive an unexcused
absence and may be asked to leave class.

Prerequisites: Concurrent with NUR3100 and NUR 3000.

Aurora University Email: AU email account is the official method of communication from the university.

I. Course Overview

This course provides the framework for the systematic collection, organization, interpretation, integration, and communication of data reflecting the health status of individuals across the lifespan with emphasis on aging. This includes assessment of mental status, basic psychosocial status, functional health patterns, and physical assessment skills. The National Health Objectives provide the organizing framework for promotion of health and reduction of risks that impact individuals, families, and communities in aggregate. Health promotion strategies and practices are explored. Clinical laboratory provides integration for advancing critical thinking skills.

II. Learning Outcomes

1. Communicate effectively utilizing therapeutic communication skills with all members of the healthcare team including the patient and patients support network. I , I, II
2. Conduct a health history including environmental exposure and family history that recognizes genetic risks to identify current and future health problems. I, III, I, I, II
4. Distinguish between normal and abnormal assessment findings across the lifespan. I, III, IX
5. Demonstrate competency to apply the principles and skills to perform a physical exam. Competency means a identifies the scientific rationale for interventions, b possesses the necessary psychomotor skills and interpersonal skills, c uses health care resources effectively in a given
environment. I, III, I , I, II, IX
6. Demonstrate appropriate documentation of health assessment findings across the lifespan. III, I , II
7. Demonstrate development of a plan for health promotion utilizing developmentally and culturally appropriate approaches as well as patient and family preferences. I, II, III, II
. Discuss and analyze philosophical assumptions about teaching and learning and apply concepts to clients with special needs and in various life contexts across the lifespan. I, I , II, III
. Discuss relevant learning theories to teaching health promotion in a variety of contexts and with a variety of clients families across the lifespan. I, III, I , I, II, IX

III. Class Format/Instructional Methods
Lecture, discussion, small group activities, video clips, visual aids, demonstration, return demonstration, lab practice, mannequins, quizzes and exams.

Moodle Use Policy. All course information, syllabus, assignments, notes, etc., will be posted on Moodle. Instructors will make every effort to post information in advance. Students are responsible for printing the course materials and bringing them to class. The instructor will NOT provide extra copies.

IV. Books/Materials: (Required and Optional)
Required
TEXTBOOKS FROM ALL PRE-REQUISITE COURSES AS LISTED ON PAGE ONE (1) OF THIS SYLLABUS.

Optional but Recommended

Required Equipment
Sphygmomanometer and Stethoscope Information regarding the equipment purchase will be provided during the first week of school. All juniors are required to have the equipment by week four of the fall semester.
V. Description of Assignments

NUR3260 Terminal Medical Terminology Exam

During Week 15 a Medical Terminology Exam will be given to assess mastery of Medical Terminology. Students who are passing with a grade of 77 or better will be awarded additional percentage points to their course grade if they meet the Level 2 or Level 3 benchmarks. Awarding of percentage points is as follows: Students who obtain a Level 3 benchmark or 92-100% on the Medical Terminology Exam will have 1 added to their course grade; students who obtain a Level 2 benchmark or 88-91% on the Medical Terminology Exam will have .5 added to their course grade; students who do not reach either the Level 2 or 3 benchmarks as listed above will not have any extra percentage points added to their final course grade.

Laboratory NUR 3260 Satisfactory Unsatisfactory

Based upon satisfactory completion of assignments listed below:

1. Prior to lab, complete the weekly assignments in your laboratory workbook. This includes the weekly assigned laboratory manual study guide questions and review questions.
2. Satisfactory completion of return demonstration assessment skills.
3. Satisfactory completion of weekly assessment documentation. Documentation for laboratory assessments will be completed during laboratory instruction.
4. Satisfactory completion of assigned Medical Terminology on-line laboratory quizzes.
5. Students who fail to complete all mandatory on-line quizzes by the due dates will receive an Academic Warning and they will not be eligible to earn additional points after taking the Medical Terminology Exam.
6. Satisfactory completion of assigned laboratory competencies. Students are required to wear their white GWC polo and khaki pants for the lab competencies.
7. If a student is absent from laboratory instruction on a scheduled day to perform a laboratory competency, it is the responsibility of the student to reschedule a make-up day with the instructor. It is also the student’s responsibility to arrange a lab partner to attend the make-up competencies.

Out of Lab Assignment/Group Activity Due to Lab Instructor prior to lab (By Week 14):
Performing a Routine Health Assessment. This is a group activity assignment where you will be in a group of at least 3 students with no more than 4 students. The purpose of this activity is to apply what you have learned and demonstrate how to perform a routine head-to-toe assessment in the hospital setting. This is part of your lab grade which is pass or fail. Your active participation and contribution is expected. Your group will be creating a video where 1-2 students will be performing a routine head-to-toe assessment similar to one performed in the clinical setting. Each person will have a designated role: patient, nurse, patient care tech., and videographer which your group could decide each role in advance. This video should be between 8-15 minutes in length. The nurse will be expected to perform health assessments and ask the patient routine questions. Then, the patient is to answer the nurse's questions. Students should adhere to professional conduct and behavior in a manner which represents yourselves and the Center for Nursing at George Williams College of Aurora University well pertaining...
to professionalism, character, and integrity. No videotaping should occur with an actual patient or occur in a Healthcare Facility or Institution due to breach and violation of HIPAA compliance. Use of discretion while promoting your patient's privacy and dignity is warranted and failure to do so would result in disciplinary action and possible dismissal from the nursing program. You will forward your completed video to your lab instructor by week 13. One of the videos from lab will be reviewed during lab in order to promote classroom discussion and to facilitate student learning by identifying areas of strength and areas for improvement. The goals of reviewing one of the videos during lab are to help improve the performance of health assessments by students, to foster a safe learning environment to enhance assessment skills, and to build comfort and confidence levels when students perform health assessments on actual patients in future clinical settings.

VI. **Student Learning Assessment and Grading Policy**

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<thead>
<tr>
<th>Didactic is based on</th>
<th>GRADING SCALE</th>
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</thead>
<tbody>
<tr>
<td>Exam 1 25</td>
<td>A 2 - 100</td>
</tr>
<tr>
<td>Exam 2 25</td>
<td>B 4 - 1</td>
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<tr>
<td>Exam 3 25</td>
<td>C 77 - 3</td>
</tr>
<tr>
<td>Exam 4 25</td>
<td>D 70 - 76</td>
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<tr>
<td>TOTAL 100</td>
<td>F Below 6</td>
</tr>
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</table>

NOTE A cumulative grade of 77 or a C must be achieved in didactic in addition to successfully completing the clinical lab component in order to meet the objectives of the course.

No grades will be posted until a minimum of twenty-four hours after the last section of this course has taken the exam.

Students are required to discuss the submission of late papers with the instructor BEFORE the due date- except in cases of emergency. Papers turned in after the due date will incur a 5 deduction.

No grades will be given to a student via phone or posted on any faculty door. Grade notification will be via Moodle.

Any student in Pre-Licensure BSN Program who fails an exam below 77 is required to meet with the course instructor within one week.

VII. **Examination Policy**

A student who fails to attend a scheduled examination quiz without PRIOR notification will receive a grade of zero for the examination quiz. Notification of absence MUST occur by voice mail directly to the course instructor. The student will contact the course instructor for rescheduling within two 2 business days of the originally scheduled examination quiz. The student will take the examination quiz by special arrangement with the instructor.

Format for make-up examination quiz may differ from the original examination quiz e.g., short answer or essay. The make-up examination quiz containing different items dealing with the same general topic, must be taken before the next class period. If it is not or if arrangements are not made to make up this work a score of zero will be recorded for that examination quiz. At the discretion of the
In order to accurately assess a student's progress during the examination process, no sharing of information or using notes allowed, unless specifically authorized. Failure to follow the guidelines established for the examination quiz will result in a score of zero (0) for that examination quiz.

Multiple choice tests are graded using Scantron technology. The only answers that will be accepted will be those entered on the Scantron sheet. Students will not be given extra time during the test to fill in the Scantron bubbles.

Exam review will occur up to one (1) week following the exam through posted office hours. NO EXAMS may be reviewed following this one-week parameter. No phones or computers will be allowed during test review.

**Final Exam Policy**

There is a final exam, which is cumulative. Permission to take the final exam other than as scheduled occurs only under extenuating circumstances as approved by the instructor. Emergency situations should be considered on an individual basis.

**VIII. Course and Program Assessment**

Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student's academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one’s personal and professional growth and development within the teaching-learning environment. Program assessment informs faculty and the larger community how the program has effectively achieved its outcomes and purposes. This course contributes to the achievement of program outcomes when all course assignments, the ATI test scores and the student's evaluation of course learning outcomes are analyzed and the data used to develop, maintain and revise the curriculum.

**IX. Tentative Class Schedule**

To be determined

**X. Attendance Policy**

The faculty of the Department of Nursing is both obliged and committed to the development of professional values and behaviors in the students. Students are required to attend class, be on time, prepared, and to actively participate in class. Missed content classes are the responsibility of the student. Preparation is essential for effective participation. If a student is unable to attend class she/he should notify the instructor prior to the start of class.

Students are required to attend all didactic sessions. Additionally, she/he must be on time, be prepared read all materials as well as viewed videos and completed CAIs as assigned, and actively participate. It is the student’s professional responsibility to notify the didactic instructor prior to any absence due to an emergency. More than one day’s absence will require a physician’s note. A student who is absent three or more times from didactic class sessions will be referred to the Professional Practice Review Committee of the Department of Nursing for disciplinary action.
**Tardiness**
Students are also required to be in class on time. This applies to didactic, clinical rotations, and laboratories. Tardiness will be recorded for each class session. Chronic tardiness may lead to a referral to the Professional Practice Review Committee for disciplinary action.

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Students are required to attend all clinical and laboratory sessions. Additionally, she/he must be on time, be prepared read all materials as well as view CAIs, Ds and or CD-ROM assignments, and actively participate in class. A clinical or laboratory absence may result in course failure. It is the student's professional responsibility to notify the clinical and/or lab instructor prior to any absence due to an emergency. Any clinical absence may result in a referral to the Professional Practice Review Committee of the Department of Nursing for disciplinary action.

Students missing lab will be required to set-up makeup time with the instructor and their lab partner in order to complete the hands on portion of the lab and the written lab manual worksheet. It is HIGHLY recommended that students do not miss lab exercises. If a lab Partner is absent it will cause the other student to have to make up time as well. Missing lab is not looked upon as favorable to a passing grade in this course.

**XI. Classroom Conduct Policy**
Students enrolled in AU courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor. Continued problems will be reported to the College Dean and or the Dean of Student Life for further action. Course instructors may also impose class related sanctions on the offending student. (AU Academic Standards and Conduct Committee, 2006)

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Nursing Librarian - Joyce Pallinger, pallinger@aurora.edu or use the following link [http://libguides.aurora.edu/NUR](http://libguides.aurora.edu/NUR)

Faculty and students are responsible for abiding by all copyright laws. Guidance on abiding by copyright laws can be found at [http://libguides.aurora.edu ForFaculty copyright](http://libguides.aurora.edu ForFaculty copyright).

XVI. **Sexual Misconduct Policy**

Aurora University does not tolerate sexual misconduct against students, staff, faculty, or visitors, in any form, including but not limited to sex discrimination, sexual harassment, dating domestic violence, stalking, and sexual assault. The University also provides assistance for community members reporting sexual misconduct. For additional information, including detailed definitions, reporting options, and
support resources, please see AU’s Sexual Misconduct Policy at www.aurora.edu sexualmisconductresources.

The University has designated the following individual to enforce the sexual misconduct policy and to educate the community regarding reporting and prevention

Title IX Coordinator at AU Aurora, Illinois Campus  Shaun Neit el, Dean of Student Life, sneit el@aurora.edu, 630- 44-6515.

Title IX Coordinator at George Williams College Campus  Dr. Kate Herrick, Dean of Academics and Student Life, kherrick@gwc.aurora.edu, 262-245- 5 1.

XVII. Confidential on-campus support and resources are provided by:

Counseling Services  1400 Southlawn  north entrance
Dr. Marcie Wiseman, mwiseman@aurora.edu, 630- 44-5416

The Wellness Center  1400 Southlawn  west entrance
Cheryl Block MSN, RN cblock@aurora.edu, 630- 44-5434

The Wackerlin Center  430 S. Evanslawn  south of Vago Field
Chaplain, Mark Woolfington, mwoolfington@aurora.edu, 630- 44-6175

George Williams College  350 Constance Blvd
Counselor, Julie Beyers, beyers@gwc.aurora.edu, 262-245- 531 or Chaplain Bill Schwartz, bswartz@gwc.aurora.edu, 262-245- 574

XVIII. Statement about University Emergency Procedures

“Students are encouraged to be aware of measures that Aurora University has taken to create a safe learning environment. All classrooms and labs have a deadbolt lock installed in entry doors. The university has also installed location maps in each room on campus. These maps include the floor plan of the floor on which the room is located, the name and address of the building, emergency exits for the building, and safety zones in the case of severe weather. As the university puts in place other safety procedures or plans, the campus community will be notified. Please remember that it is important for everyone to report suspicious or threatening objects, people, or conditions to Campus Safety. In emergency and non-emergency situations call 262-749-8320 or 911.

In addition, Aurora University has an Emergency Text Messaging system in the event of either campus canceling classes or closing offices due to inclement weather or a critical situation on a campus. All current students are automatically enrolled. Official AU alert messages are always delivered from the same contact number. Please add 672_3, 7_015, 1437, and 226787 to your contacts as “AU Emergency Notifications” Note: this is a short code, not a seven-digit phone number. If you do not have text messaging enabled on your cellular phone, you can check the GWC website homepage to see if there is an emergency announcement.
XIX. **Modification of Syllabus**

This syllabus is tentative. The instructor reserves the right to modify the syllabus based on unforeseen circumstances.

CLASS SCHEDULE TO BE DETERMINED
George Williams College of Aurora University  
Pre-Licensure BSN Program

**Course No. and Title:** NUR 3110  Principles of Nursing II  
**Term/Academic Year:** Spring 2018  
**Lecture Meeting Time/Room Location:** To be determined  
**Credit:** 6 Semester Hours  3 didactic 3 laboratory  clinical  
**Prerequisites:** NUR 3100, NUR 3260.  **Concurrent:** with NUR 3400 and NUR 3160.  
**Instructor’s Name:** To be determined  
**Office Hours and Location:** To be determined  
**E-Mail:**  
**Lab Meeting Time/Room Location:** Winston Paul 103  
**Clinical Meeting Time/Location:** To be determined  
**Aurora University Email:** AU email account is the official method of communication from the university.  

**Skills:** You will be responsible for performing seven 7 skills, using a return demonstration to show competency  
1. Oral Medication Administration  
2. Alternate Route Medication Administration  
3. Subcutaneous Medication Administration Drawing up Medications in a syringe  
4. Intra-Muscular Medication Administration  
5. Central Line Dressing Change  
6. Administering IVPB, IV fluids, Admixture of medications  
7. Tracheostomy Care  

**Open Lab:** To be determined

I. **Course Overview**

This course builds on the conceptual framework developed in Principles of Nursing I. The professional nursing role is explored further to gain a deeper understanding of the nurse’s role as provider of care, educator, advocate and member of the profession. The student continues to function within the health care system as a member of an interprofessional care team.

**Clinical**

An integration of laboratory and clinical experiences will focus on the development of the nursing student to expand the ability to systematically analyze information, implement fundamental nursing interventions based on evidence based practice and recognize patterns of patient needs. The course uses a blend of experiential and simulated learning activities.

II. **Learning Outcomes**

1. Demonstrate increasing competence to integrate theories and concepts from a liberal education, including the physical sciences, life sciences, mathematical sciences, social sciences and the arts and humanities, into nursing practice to gain an understanding of the human experience. I, II,
2. Demonstrate increasing competence, knowledge and appreciation for the nature and influences of belief systems, culture, social structures and values on health related behavior in diverse populations and the importance of cultural sensitivity when caring for patients, across the lifespan. I, II,

3. Demonstrate a more comprehensive understanding of fundamental concepts, science, theories and evidence upon which the nursing profession is built. I, II, I, I

4. Understand the importance of evidence based practice as the cornerstone for clinical decision-making and is able to provide evidence to support clinical decisions made. II, III, I, IX

5. Engage in ethical reasoning and actions to promote advocacy, collaboration and social justice as a socially responsible citizen. I, II, I

6. Understand the nature and importance of critical thinking and demonstrate critical thinking skills in the classroom and through assignments. Expand the use of the skills of inquiry and analysis and information literacy to discuss practice issues. III, I, IX.

7. Understand and apply adult learning strategies to client teaching situations, appreciate the need for cognitive, affective and psychomotor learning and can evaluate factors which influence the patient’s readiness to learn. (II, III)

   Demonstrate an increasing ability to communicate verbally and in writing, using appropriate medical terminology and emerging technologies. II, III, I

   Is able to identify protective and predictive factors, including a beginning understanding of genetics, which influence the health of individuals, families, groups, communities and populations, across the lifespan. II, III, I, III

10. Demonstrate understanding of fluid and electrolyte balance and acid-base balance and can apply the science to patient situations. I, IX

11. Demonstrate a beginning understanding of the principles of safe medication administration. II, I, I, II, III, IX.

III. **Class Format/Instructional Methods**

   Lecture required readings group discussions and activities audio-visual instruction laboratory clinical experiences, activities-demonstration returns and independent study practice, handouts

IV. **Books/Materials: (Required and Optional)**

   **Required**


   7 -0- 036-24 7-

TEXTBOOKS FROM ALL PRE-REQUISITE COURSES LISTED ON PAGE TWO (2) OF THIS SYLLABUS.

V. Description of Assignments
The clinical grade will be determined by a weekly and final clinical evaluation and successful completion of patient care laboratory assignments and a passing grade on the comprehensive laboratory final.

Prior to each component, assigned reading and skill review is to be completed
In the event of non-compliance of the above policy, the student may be referred at any time by the instructor to the Professional Practice Review Committee. Disruptions during class may result in a student or students being asked to leave class.

Patient Care Laboratory Component
Each student has registered for a fixed lab session. During this time, skills will be discussed and demonstrated and there will be some time for practice of those skills. The student must come to lab prepared. This includes watching the procedure videos, reading of the patient care skills in the textbook and workbook or additional patient care skills checklists as indicated. If a student appears unprepared, the student may be asked to leave lab at the instructor’s discretion. If a student is unable to attend a lab session, the student will need to make an appointment with the instructor to make-up the missed content at the instructor’s discretion. Refer to Student Handbook. In the event of non-compliance, the
student may be referred at any time by the instructor to the Professional Practice Review Committee

VI. Student Learning Assessment and Grading Procedures

<table>
<thead>
<tr>
<th>Didactic</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>25</td>
</tr>
<tr>
<td>Exam II</td>
<td>25</td>
</tr>
<tr>
<td>Exam III</td>
<td>25</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>20</td>
</tr>
<tr>
<td>ATI RN Fundamentals</td>
<td>5</td>
</tr>
</tbody>
</table>

Total 100%

NOTE A cumulative grade of 77 or a C must be achieved in theory plus a successful completion of the laboratory and clinical components to meet the objectives of NUR 3110 Principles of Nursing II.

No grades will be posted until a minimum of twenty-four hours after the last section of this course has taken the exam.

Students must successfully pass both clinical and didactic sections of the course.

No grades will be given to a student via phone or posted on any faculty door. Grade notification will be via Moodle.

Any student in Pre-Licensure BSN Program who fails an exam below 77 is required to meet with the course instructor within one week.

**Medication Dosage Calculation:**

Successful completion with a 0 or better of the following


**Modules AND Module quizzes**

| Syringes and Needles Module and Module | ui |
| Administration of Parenteral Medications Module and Module | ui |
| Reconstitution of Powdered Medications Module and Module | ui |
| I Calculations Module and Module | ui |
| Titration of I Medications Module and Module | ui |
| Developing Competency in Drug Dosage Calculations Module and Module | ui |
VII. Examination Policy

A student who fails to attend a scheduled examination/quiz without PRIOR notification will receive a grade of zero for the examination/quiz. Notification of absence MUST occur by voice mail directly to the course instructor. The student will contact the course instructor for rescheduling within two business days of the originally scheduled examination/quiz. The student will take the examination/quiz by special arrangement with the instructor.

Format for make-up examination/quiz may differ from the original examination/quiz, e.g., short answer or essay. The make-up examination/quiz, containing different items dealing with the same general topic, must be taken before the next class period. If it is not or if arrangements are not made to make up this work a score of zero will be recorded for that examination/quiz. At the discretion of the course instructor, there may be point deductions from a rescheduled examination/quiz.

In order to accurately assess a student’s progress during the examination process, no sharing of information or using notes allowed, unless specifically authorized. Failure to follow the guidelines established for the examination/quiz will result in a score of zero for that examination/quiz. Multiple choice tests are graded using Scantron technology. The only answers that will be accepted will be those entered on the Scantron sheet. Students will not be given extra time during the test to fill in the Scantron bubbles.

Exam review will occur up to one week following the exam through posted office hours. NO EXAMS may be reviewed following this one-week parameter. No phones or computers will be allowed during test review.

Final Exam Policy

Permission to take the final exam other than as scheduled occurs only under extenuating circumstances as approved by the instructor. Emergency situations should be considered on an individual basis.

Medication Dosage Calculation Exam

To meet course objectives, students must be able to administer medications in the clinical setting. Prior to students administering medication in the clinical setting, they must show evidence of proficiency in medication dosage calculations. Students demonstrate proficiency by passing the Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam in NUR 3110, NUR 4300 and NUR 4000.

Students will have a maximum of three attempts to pass a Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam specific to each course with a 92%. Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam will not administer medications in clinical and risk not being able to meet the course objectives.

<table>
<thead>
<tr>
<th>Attempt</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Attempt</td>
<td>Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam on the first attempt are required to complete instructor assigned remediation.</td>
</tr>
<tr>
<td>2nd Attempt</td>
<td>Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam after the second attempt are required to meet with the course instructor or nursing tutor for remediation.</td>
</tr>
</tbody>
</table>
| 3rd Attempt | Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam after a third attempt will fail the lab/clinical or “Z” portion of the
course, which will result in a course failure.

VIII. **Course and Program Assessment**

Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student's academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one's personal and professional growth and development within the teaching-learning environment. Program assessment informs faculty and the larger community how the program has effectively achieved its outcomes and purposes.

IX. **Tentative Class Schedule**

To be determined

X. **Attendance Policy**

The faculty of the Department of Nursing is both obliged and committed to the development of professional values and behaviors in the students. Students are required to attend class, be on time, prepared, and to actively participate in class. Missed content classes are the responsibility of the student. Preparation is essential for effective participation. If a student is unable to attend class she he should notify the instructor prior to the start of class.

Students are required to attend all didactic sessions. Additionally, she he must be on time, be prepared read all materials as well as viewed videos and completed CAIs as assigned , and actively participate. It is the student’s professional responsibility to notify the didactic instructor prior to any absence due to an emergency. More than one day’s absence will require a physician’s note. A student who is absent three or more times from didactic class sessions will be referred to the Professional Practice Review Committee of the Department of Nursing for disciplinary action.

**Tardiness**

Students are also required to be in class on time. This applies to didactic, clinical rotations, and laboratories. Tardiness will be recorded for each class session. Chronic tardiness may lead to a referral to the Professional Practice Review Committee for disciplinary action.

**Clinical and Laboratory Attendance Policy**

Students are required to attend all clinical and laboratory sessions. Additionally, she he must be on time, be prepared read all materials as well as view CAIs, Ds and CD-ROM assignments , and actively participate in class. A clinical or laboratory absence may result in course failure. It is the student’s professional responsibility to notify the clinical and/or lab instructor prior to any absence due to an emergency. Any clinical absence may result in a referral to the Professional Practice Review Committee of the Department of Nursing for disciplinary action.

XI. **Classroom Conduct**

Students enrolled in AU courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor. Continued problems will be reported to the College Dean and or the Dean of Student Life for further action. Course instructors may also impose class related sanctions on the offending student. (AU Academic Standards and Conduct Committee, 2006)”
XII. Academic Integrity

Preparation for a professional career includes responsibility and accountability for one’s work and decisions; therefore, assignments are expected to reflect the effort and thoughts of the individual student, except as indicated by the use of properly documented material. Failure to properly credit the work of another will result in a grade of zero (0) for the assignment any student accused of cheating may receive a score of zero (0) for the examination or assignment.

Procedures to be Followed When a Violation of Academic Integrity is Identified

Suspected cases of academic integrity violation should be reported to the course instructor, the administration of the school or department under whose jurisdiction the suspected offense took place, or to the Academic Affairs office and will be addressed using the procedures set forth in this Policy Statement. Students notified by the faculty member or Registrar of a suspected academic integrity violation may not change their registration in a course in which the charge is pending or in which a finding of violation has been made. Students who voluntarily withdraw from the university while an academic integrity violation is pending are not deemed to be in good standing and may not return to the university until a pending violation is resolved.

Electronic Device Policy: All devices except laptops are to be turned off unless an extenuating circumstance exists and is previously approved by the instructor. Laptop computers may be used during class for taking notes specific to the lecture in progress. Use of the laptop for any other purpose is prohibited. Any student found in violation of this class rule will lose laptop privileges during class for the remainder of the semester.

Use of cell phones for any form of social networking e.g., text messaging, face book, surfing the web, texting is strictly prohibited during class will result in expulsion from class and recorded as an absence.

“Cheating” is obtaining, using or attempting to use unauthorized materials or information for example notes, texts, or study aids or help from another person for example looking at another student’s test paper, or talking with him/her during an exam), in any work submitted for evaluation for academic credit. This includes exams, quizzes, laboratory assignments, papers and or other assignments. Other examples include altering a graded work after it has been returned, then submitting the work for regrading or submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors.

Fabrication is unauthorized falsification, invention or copying of data, falsification of information, citations, or bibliographic references in any academic course work for example, falsifying references in a paper altering, forking, or falsifying any academic record or other University document.

Plagiarism is representing someone else’s work (including their words and ideas) as one’s own or providing materials for such a representation, for example, submitting a paper or other work that is in whole or part the work of another, failing to cite references, presenting material verbatim or paraphrased that is not acknowledged and cited.

Obtaining an Unfair Advantage is a stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor b stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use c intentionally
obstructing or interfering with another student’s academic work; or (d) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students’ academic work.

Unauthorized Access to Computerized Records or Systems. This is unauthorized review of computerized academic or administrative records or systems; viewing or altering computer records; modifying computer programs or systems; releasing or dispensing information gained via unauthorized access; or interfering with the use or availability of computer systems of information.

Facilitating academic dishonesty. This is helping or attempting to assist another commit an act of academic dishonesty in violation of this Code (for example, allowing another to copy from one’s test or allowing others to use or represent one’s work as their own).

Notes: Examples provided are illustrations only and are not inclusive. Other behaviors, not exemplified, apply.

The above is in part adapted from “Issues and Perspectives on Academic Integrity,” a pamphlet distributed by the National Association of Student Personnel Administrators.

Academic programs, colleges, and departments within the University may have additional guidelines regarding academic dishonesty that supplement this Code.

XIII. Academic Support Center (ASC)

The Academic Support Center provides assistance to students having academic difficulties. It will be located within Scott Library at GWC. Assistance from the ASC is free of cost. GWC’s Scott Library will also be the hub for peer-tutoring available to students. Peer-tutoring is available in writing as well as other subjects. To make a tutor appointment, please email gwccommons@aurora.edu. Drop-in appointments will be available but priority will be granted to those who make appointments in advance.

XIV. Disability Statement

Aurora University values diversity and inclusion and recognizes disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive. If you anticipate barriers related to the format, requirements, or assessment of this course, you are encouraged first to contact the Disability Resource Office 630-44-5520 in the Academic Support Center, then to meet with the instructor to discuss options or adaptations. Students requesting accommodations or further information should contact the Director of the Academic Support Center, Julie Hall at 630-44-5454. Students may inquire about disability services at George Williams College by contacting Jenni Herrick, Assistant Dean/Director of Student Success at 262-245-572 or herrick@gwc.aurora.edu.

XV. Scott Library www.aurora.edu/library

In conjunction with Phillips Library on the Aurora Campus, Scott Library will provide a full-service staff to address the research needs of GWC students. Books will be available at Scott Library, through our campus exchange, and via IShare and staff will be there to assist students with research questions.

Phillips Library, also available for GWC students, provides on-line subscription access to high quality, credible information including journal articles and ebooks. High quality sources increase the likelihood of producing a high quality paper. Bookmark the Phillips Library homepage at www.aurora.edu/library.
and start searching the collection at www.libguides.aurora.edu databases. Librarians are a valuable resource available to students from both campuses please do not hesitate to AS A LIBRARIAN look for the GREEN CHAT BUTTON on the library homepage for assistance with any research questions.

Nursing Librarian - Joyce Pallinger, palliger_aurora.edu or use the following link http://libguides.aurora.edu NUR

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Counselor, Julie Beyers, beyers_gwc.aurora.edu, 262-245- 531 or Chaplain Bill Schwartz, bswart_gwc.aurora.edu, 262-245- 574

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everyone to report suspicious or threatening objects, people, or conditions to Campus Safety. In emergency and non-emergency situations call 262-749-320 or 911.

In addition, Aurora University has an Emergency Text Messaging system in the event of either campus canceling classes or closing offices due to inclement weather or a critical situation on a campus. All current students are automatically enrolled. Official AU alert messages are always delivered from the same contact number. Please add 672-3, 7015, 1437, and 226787 to your contacts as “AU Emergency Notifications” (Note: this is a short code, not a seven-digit phone number).

If you do not have text messaging enabled on your cellular phone, you can check the GWC website homepage to see if there is an emergency announcement.

XIX. Standardized Testing Program
In addition to the instructor-prepared exams, the instructor will administer a standardized exam to determine how well each student's mastery of this course compares to other baccalaureate students across the nation. Students who are unable to perform satisfactorily will be required to do remedial work and the faculty will determine if these students may progress in the nursing program. The faculty is committed to fully prepare students for success on the NCLEX-RN exam that must be passed to obtain a license to practice professional nursing upon graduation. **Content Mastery Test given at the end of the term.**

XX. Modification of Syllabus
This syllabus is tentative. The instructor reserves the right to modify the syllabus based on unforeseen circumstances.

**CLASS SCHEDULE TO BE DETERMINED**
George Williams College of Aurora University  
Pre-Licensure BSN Program

Course No. and Title: NUR 3110  Principles of Nursing II  
Term/Academic Year: Spring 2018  
Lab Meeting Time/Room Location: Winston Paul 103  
Clinical Meeting Time/Location: To be determined  
Credit: 6 Semester Hours  3 didactic 3 laboratory clinical  
Instructor’s Name: To be determined  
Office Hours and Location:  
E-Mail:  
Prerequisites: NUR 3100, NUR 3260. Concurrent: with NUR 3400 and NUR 3160.  
Aurora University Email: AU email account is the official method of communication from the university.

I. Course Overview  
This course builds on the conceptual framework developed in Principles of Nursing I. The professional nursing role is explored further to gain a deeper understanding of the nurse’s role as provider of care, educator, advocate and member of the profession. The student continues to function within the health care system as a member of an interprofessional care team.

Clinical/Lab  
An integration of laboratory and clinical experiences will focus on the development of the nursing student to expand the ability to systematically analyze information, implement fundamental nursing interventions based on evidence based practice and recognize patterns of patient needs. The course uses a blend of experiential and simulated learning activities.

II. Learning Outcomes  
1. Demonstrate increasing competence to integrate theories and concepts from a liberal education, including the physical sciences, life sciences, mathematical sciences, social sciences and the arts and humanities, into nursing practice to gain an understanding of the human experience. I, II, II, III, IX  
2. Demonstrate increasing competence, knowledge and appreciation for the nature and influences of belief systems, culture, social structures and values on health related behavior in diverse populations and the importance of cultural sensitivity when caring for patients, across the lifespan. I, II,  
3. Demonstrate a more comprehensive understanding of fundamental concepts, science, theories and evidence upon which the nursing profession is built. I, II, I , I  
4. Understand the importance of evidence based practice as the cornerstone for clinical decision-making and is able to provide evidence to support clinical decisions made. II, III, , IX  
5. Engage in ethical reasoning and actions to promote advocacy, collaboration and social justice as a socially responsible citizen. I, II, I,  
6. Understand the nature and importance of critical thinking and demonstrate critical thinking skills in the classroom and through assignments. Expand the use of the skills of inquiry and analysis and information literacy to discuss practice issues. III, I , IX .
7. Understand and apply adult learning strategies to client teaching situations, appreciate the need for
cognitive, affective and psychomotor learning and can evaluate factors which influence the
patient’s readiness to learn. (II, III,)
   Demonstrate an increasing ability to communicate verbally and in writing, using appropriate
   medical terminology and emerging technologies. II, III, I
   Is able to identify protective and predictive factors, including a beginning understanding of
   genetics, which influence the health of individuals, families, groups, communities and populations,
   across the lifespan. II, III, I, III
10. Demonstrate understanding of fluid and electrolyte balance and acid-base balance and can apply the
science to patient situations. I, IX
11. Demonstrate a beginning understanding of the principles of safe medication administration. II, I ,
   I, II, III, IX.

III. Class Format/Instructional Methods
Lecture, required readings, group discussions and activities, audio-visual instruction, laboratory
clinical experiences, activities, demonstration, returns, and independent study, practice, handouts

IV. Books/Materials (Required and Optional)

Required Textbooks

ATI RN Fundamentals .0 Handed out during the first week of classes.
ATI RN Fundamentals .0 Available on line through ATI student account.

Ackley, B. & Ladwig, G. Eds. . 2014. Nursing diagnosis handbook - a guide to planning care. 10th
   ed. . St. Louis, MO Mosby, Inc. ISBN 7-0-323-0 54-6

   2nd ed. . Philadelphia PA Lippincott, Williams, Wilkins. ISBN 7 14511 0 77

   ISBN 7 14 6322555

   7 14511 3 61.

Mauk, K. 2014. Gerontological nursing: Competencies for care. 3rd ed. . Sudbury, MA Jones and
   Bartlett. ISBN 7-1-2 40-271 -

   F.A. Davis. ISBN 7-0-036-277 -
Optional Textbooks

ISBN 7 -0- 036- 155 -5

TEXTBOOKS FROM ALL PRE-REQUISITE COURSES

V. Description of Assignments

Patient Care Clinical & Laboratory  
Each student has been assigned and is registered for a fixed clinical and or lab session. Each assigned reading and skill review is to be completed prior to laboratory and clinical. This includes reading of the patient care skills in the textbook, workbook, ATI module, or additional materials such as patient care skills checklists as indicated. If a student appears unprepared, the student may be asked to leave lab at the instructor’s discretion. In the event of non-compliance of the above policy, the student may be referred at any time by the instructor to the Professional Practice Review Committee.

Lab Skills: You will be responsible for performing the following to show competency

- Oral Alternate Route Medication Administration
- Intra-Muscular Subcutaneous Medication Administration
- Administering I PB Admixture Medication Administration
- Central Line Dressing Change
- I fluids I P
- Tracheostomy Care

Open Lab: Student Worker availability for practice time. Availability TBD

VI. Student Learning Assessment and Grading Policy

<table>
<thead>
<tr>
<th>Clinical Laboratory</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance of all Patient Care Laboratory Sessions</td>
<td>Successful Unsuccessful</td>
</tr>
<tr>
<td>Patient Care Lab Skill Competency see above</td>
<td>Successful Unsuccessful</td>
</tr>
<tr>
<td>Completion of Clinical Experiences</td>
<td>Satisfactory Unsatisfactory</td>
</tr>
</tbody>
</table>

Students will care for acute care hospital clients as assigned by clinical instructor

CLINICAL AND S ILLS LABORATORY COURSE REQUIREMENTS

- **Prior to each component**, assigned reading and skill review is to be completed.
- In the event of non-compliance of the above policy, the student may be referred at any time by the instructor to the Professional Practice Review Committee. Disruptions during class may result in a student or students being asked to leave class.
Patient Care Laboratory Component

- Each student has registered for a fixed lab session.
- During this time, skills will be discussed and demonstrated and there will be some time for practice of those skills.
- **The student must come to lab prepared.**
- This includes reading of the patient care skills in the textbook and workbook or additional patient care skills checklists as indicated.
- If a student appears unprepared, the student may be asked to leave lab at the instructor’s discretion.
- If a student is unable to attend a lab session, the student will need to make an appointment with the instructor to make-up the missed content at the instructor’s discretion. Refer to the Lab Expectations Agreement and Moodle.
- In the event of non-compliance of the above policy, the student may be referred at any time by the instructor to the Professional Practice Review Committee.

Skill Competency

1. Competency dates will be the following week that each skill is learned, competency will be performed during the student’s regular laboratory time.
2. Students are expected to practice the skill prior to attending lab time to ensure that they can perform the skill proficiently.
3. Any student who does not complete the skill during the allotted time, does not perform the skill using confidence, or lacks proficiency, will need to remediate with another instructor.
4. Student must provide evidence that they have practiced the skill in the lab before remediation will occur.
5. **Completion of skill in the skills lab MUST occur prior to the student performing skill/task in any clinical situation.**

NOTE A cumulative grade of 77 or a C must be achieved in didactic in addition to successfully completing the clinical lab component in order to meet the objectives of the course.

No grades will be posted until a minimum of twenty-four hours after the last section of this course has taken the exam.

Students are required to discuss the submission of late papers with the instructor BEFORE the due date- except in cases of emergency. Papers turned in after the due date will incur a 5 deduction.

No grades will be given to a student via phone or posted on any faculty door. Grade notification will be via Moodle

VII. Examination Policy

A student who fails to attend a scheduled examination quiz without **PRIOR** notification will receive a grade of 0 for the examination quiz. Notification of absence **MUST** occur by voice mail directly to the course instructor. The student will contact the course instructor for rescheduling within two 2 business days of the originally scheduled examination quiz. The student will take the examination quiz by special arrangement with the instructor.
Format for make-up examination/quiz may differ from the original examination/quiz, e.g., short answer or essay. The make-up examination/quiz, containing different items dealing with the same general topic, must be taken before the next class period. If it is not or if arrangements are not made to make up this work, a score of zero will be recorded for that examination/quiz. At the discretion of the course instructor, there may be point deductions from a rescheduled examination/quiz.

In order to accurately assess a student’s progress during the examination process, no sharing of information or using notes allowed, unless specifically authorized. Failure to follow the guidelines established for the examination/quiz will result in a score of zero for that examination/quiz.

Multiple choice tests are graded using Scantron technology. The only answers that will be accepted will be those entered on the Scantron sheet. Students will not be given extra time during the test to fill in the Scantron bubbles.

Exam review will occur up to one week following the exam through posted office hours. NO EXAMS may be reviewed following this one-week parameter. No phones or computers will be allowed during test review.

Final Exam Policy
Permission to take the final exam other than as scheduled occurs only under extenuating circumstances as approved by the instructor. Emergency situations should be considered on an individual basis.

Medication Dosage Calculation Exam
To meet course objectives, students must be able to administer medications in the clinical setting. Prior to students administering medication in the clinical setting, they must show evidence of proficiency in medication dosage calculations. Students demonstrate proficiency by passing the Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam in NUR 3110, NUR 4300 and NUR 400. Students will have a maximum of three attempts to pass a Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam specific to each course with a score of 92%. Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam will not administer medications in clinical and risk not being able to meet the course objectives.

1st Attempt: Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam on the first attempt are required to complete instructor-assigned remediation.

2nd Attempt: Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam after the second attempt are required to meet with the course instructor or nursing tutor for remediation.

3rd Attempt: Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam after a third attempt will fail the lab/clinical or “Z” portion of the course, which will result in a course failure.

VIII. Course and Program Assessment
Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student’s academic performance on the basis of explicit criteria established in the
course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on ones personal and professional growth and development within the teaching-learning environment. Program assessment informs faculty and the larger community how the program has effectively achieved its outcomes and purposes.

IX. Tentative Class Schedule

To be determined

X. Attendance Policy

The faculty of the School of Nursing is both obliged and committed to the development of professional values and behaviors in the students. Students are required to attend class, be on time, prepared, and to actively participate in class. Missed content classes are the responsibility of the student. Preparation is essential for effective participation. If a student is unable to attend class she he should notify the instructor prior to the start of class.

Tardiness

Students are also required to be in class on time. This applies to didactic, clinical rotations, and laboratories. Tardiness will be recorded for each class session. Chronic tardiness may lead to a referral to the Professional Practice Review Committee of the School of Nursing for disciplinary action.

Clinical and Laboratory Attendance Policy

Students are required to attend all clinical and laboratory sessions. Additionally, she he must be on time, be prepared read all materials as well as view CAIs, DVs and or CD-ROM assignments , and actively participate in class. A clinical or laboratory absence may result in course failure. It is the student’s professional responsibility to notify the clinical and or lab instructor prior to any absence due to an emergency. If a student is unable to attend a lab or clinical session, the student will need to make-up the missed content. Assignment will be at the instructor's discretion. Refer to the Student Handbook. Any clinical or lab absence may result in a referral to the Professional Practice Review Committee of the School of Nursing for disciplinary action.

Student progression is determined by each clinical instructor and may vary by individual student learning needs and different clinical sites.

XI. Classroom Conduct Policy

Students enrolled in AU courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor. Continued problems will be reported to the College Dean and or the Dean of Student Life for further action. Course instructors may also impose class related sanctions on the offending student. (AU Academic Standards and Conduct Committee, 2006)"

XII. Academic Integrity

Preparation for a professional career includes responsibility and accountability for one’s work and decisions therefore, assignments are expected to reflect the effort and thoughts of the individual
student, except as indicated by the use of properly documented material. Failure to properly credit the
work of another will result in a grade of zero (0) for the assignment any student accused of cheating
may receive a score of zero (0) for the examination quiz or assignment.

Procedures to be Followed When a Violation of Academic Integrity is Identified
Suspected cases of academic integrity violation should be reported to the course instructor, the
administration of the school or department under whose jurisdiction the suspected offense took place, or
to the Academic Affairs office and will be addressed using the procedures set forth in this Policy
Statement. Students notified by the faculty member or Registrar of a suspected academic integrity
violation may not change their registration in a course in which the charge is pending or in which a
finding of violation has been made. Students who voluntarily withdraw from the university while an
academic integrity violation is pending are not deemed to be in good standing and may not return to the
university until a pending violation is resolved.

Electronic Device Policy
All devices except laptops are to be turned off unless an extenuating circumstance exists and is
previously approved by the instructor. Laptop computers may be used during class for taking notes
specific to the lecture in progress. Use of the lap top for any other purpose is prohibited. Any student
found in violation of this class rule will lose laptop privileges during class for the remainder of the
semester.

Use of cell phones for any form of social networking e.g., text messaging, face book, surfing the web,
texting is strictly prohibited during class will result in expulsion from class and recorded as an absence.

“Cheating” is obtaining, using or attempting to use unauthorized materials or information for
example notes, texts, or study aids or help from another person for example looking at another
student’s test paper, or talking with him/her during an exam), in any work submitted for evaluation for
academic credit. This includes exams, quizzes, laboratory assignments, papers and or other
assignments. Other examples include altering a graded work after it has been returned, then submitting
the work for regrading or submitting identical or highly similar papers for credit in more than one
course without prior permission from the course instructors.

Fabrication is unauthorized falsification, invention or copying of data, falsification of information,
citations, or bibliographic references in any academic course work for example, falsifying references in
a paper altering, forging, or falsifying any academic record or other University document.

Plagiarism is representing someone else’s work (including their words and ideas) as one’s own or
providing materials for such a presentation for example, submitting a paper or other work that is in
whole or part the work of another, failing to cite references, presenting material verbatim or
paraphrased that is not acknowledged and cited.

Obtaining an Unfair Advantage is a stealing, reproducing, circulating or otherwise gaining access to
examination materials before the time authorized by the instructor b stealing, destroying, defacing, or
concealing library materials with the purpose of depriving others of their use c intentionally
obstructing or interfering with another student’s academic work; or (d) otherwise undertaking activity
with the purpose of creating or obtaining an unfair academic advantage over other students’ academic work.

**Unauthorized Access to Computerized Records or Systems.** This is unauthorized review of computerized academic or administrative records or systems; viewing or altering computer records; modifying computer programs or systems; releasing or dispensing information gained via unauthorized access; or interfering with the use or availability of computer systems of information.

**Facilitating academic dishonesty.** This is helping or attempting to assist another commit an act of academic dishonesty in violation of this Code (for example, allowing another to copy from one’s test or allowing others to use or represent one’s work as their own).

**Notes:** Examples provided are illustrations only and are not inclusive. Other behaviors, not exemplified, apply.

The above is in part adapted from “Issues and Perspectives on Academic Integrity,” a pamphlet distributed by the National Association of Student Personnel Administrators.

Academic programs, colleges, and departments within the University may have additional guidelines regarding academic dishonesty that supplement this Code.

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The Academic Support Center provides assistance to students having academic difficulties. It will be located within Scott Library at GWC. Assistance from the ASC is free of cost. GWC’s Scott Library will also be the hub for peer-tutoring available to students. Peer-tutoring is available in writing as well as other subjects. To make a tutor appointment, please email gwccommong@aurora.edu. Drop-in appointments will be available but priority will be granted to those who make appointments in advance.

**XIV. Disability Statement**

Aurora University values diversity and inclusion and recognizes disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive. If you anticipate barriers related to the format, requirements, or assessment of this course, you are encouraged first to contact the Disability Resource Office 630-445-520 in the Academic Support Center, then to meet with the instructor to discuss options or adaptations. Students requesting accommodations or further information should contact the Director of the Academic Support Center, Julie Hall at 630-44-5454. Students may inquire about disability services at George Williams College by contacting Jenni Herrick, Assistant Dean Director of Student Success at 262-245-572 or herrick@gwc.aurora.edu.

**XV. Scott Library [www.aurora.edu library]**

In conjunction with Phillips Library on the Aurora Campus, Scott Library will provide a full-service staff to address the research needs of GWC students. Books will be available at Scott Library, through our campus exchange, and via IShare and staff will be there to assist students with research questions. Phillips Library, also available for GWC students, provides on-line subscription access to high quality, credible information including journal articles and ebooks. High quality sources increase the likelihood of producing a high quality paper. Bookmark the Phillips Library homepage at www.aurora.edu library and start searching the collection at www.libguides.aurora.edu databases. Librarians are a valuable resource available to students from both campuses, please do not hesitate to AS A LIBRARIAN.
for the GREEN CHAT BUTTON on the library homepage for assistance with any research questions.

Nursing Librarian - Joyce Pallinger, pallinger_aurora.edu or use the following link http://libguides.aurora.edu NUR

Faculty and students are responsible for abiding by all copyright laws. Guidance on abiding by copyright laws can be found at http://libguides.aurora.edu ForFaculty copyright.

XVI. Sexual Misconduct Policy

Aurora University does not tolerate sexual misconduct against students, staff, faculty, or visitors, in any form, including but not limited to sex discrimination, sexual harassment, dating domestic violence, stalking, and sexual assault. The University also provides assistance for community members reporting sexual misconduct. For additional information, including detailed definitions, reporting options, and support resources, please see AU’s Sexual Misconduct Policy at www.aurora.edu sexualmisconductresources.

The University has designated the following individual to enforce the sexual misconduct policy and to educate the community regarding reporting and prevention

Title IX Coordinator at AU Aurora, Illinois Campus Shaun Neit el, Dean of Student Life, sneitel_aurora.edu, 630- 44-6515.

Title IX Coordinator at George Williams College Campus Dr. Kate Herrick, Dean of Academics and Student Life, kherrick_gwc.aurora.edu, 262-245- 5 1.

XVII. Confidential on-campus support and resources are provided by:

Counseling Services 1400 Southlawn north entrance
Dr. Marcie Wiseman, mwiseman_aurora.edu, 630- 44-5416

The Wellness Center 1400 Southlawn west entrance
Cheryl Block MSN, RN cblock_aurora.edu, 630- 44-5434

The Wackerlin Center 430 S. Evanslawn south of ago Field
Chaplain, Mark Woolfington, mwoolfington_aurora.edu, 630- 44-6175

George Williams College 350 Constance Blvd
Counselor, Julie Beyers, beyers_gwc.aurora.edu, 262-245- 531 or Chaplain Bill Schwart bschwart_gwc.aurora.edu, 262-245- 574

XVIII. Statement about University Emergency Procedures

“Students are encouraged to be aware of measures that Aurora University has taken to create a safe learning environment. All classrooms and labs have a deadbolt lock installed in entry doors. The university has also installed location maps in each room on campus. These maps include the floor plan of the floor on which the room is located the name and address of the building emergency exits for the building and safety ones in the case of severe weather. As the university puts in place other safety procedures or plans, the campus community will be notified. Please remember that it is important for everyone to report suspicious or threatening objects, people, or conditions to Campus Safety. In emergency and non-emergency situations call 262-74 - 320 or 11.
In addition, Aurora University has an Emergency Text Messaging system in the event of either campus canceling classes or closing offices due to inclement weather or a critical situation on a campus. All current students are automatically enrolled. Official AU alert messages are always delivered from the same contact number. Please add 672_3, 7_015, 1437, and 226787 to your contacts as “AU Emergency Notifications” (Note: this is a short code, not a seven-digit phone number).

If you do not have text messaging enabled on your cellular phone, you can check the GWC website homepage to see if there is an emergency announcement.

XIX. **Course and Program Assessment**

Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student’s academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one’s personal and professional growth and development within the teaching-learning environment. Program assessment informs faculty and the larger community how the program has effectively achieved its outcomes and purposes. This course contributes to the achievement of program outcomes when all course assignments, the ATI test scores and the students evaluation of course learning outcomes are analyzed and the data used to develop, maintain and revise the curriculum.

XX. **Modification of Syllabus**

This syllabus is tentative. The instructor reserves the right to modify the syllabus based on unforeseen circumstances.

CLASS SCHEDULE TO BE DETERMINED
George Williams College of Aurora University
Pre-Licensure BSN Program

Course No. and Title: NUR 3160 Pharmacological Concepts
Term/Academic Year: Spring 2018
Lecture Meeting Time/Room Location: To be determined
Credit: 4 semester hours
Instructor’s Name: To be determined
Office Hours and Location: To be determined
E-Mail:
Prerequisites: BIO 3050, CHM 1200

Aurora University Email: AU email account is the official method of communication from the university.

I. Course Overview

This course utilizes the basic knowledge from the physical and life science foundation to study the effects and interactions of pharmacologic agents on the client population. The focus of this course is to gain an understanding of the underlying physiology of the human body and the pharmacologic effects an agent will have on the human body. The pharmacologic concepts of pharmacokinetics and pharmacodynamics are applied to each pharmacologic agent therapeutic category. This course also explores the ethical, legal, cultural and age implications of pharmacologic therapy across diverse populations and the lifespan.

II. Learning Outcomes

1. Apply the concepts of pharmacokinetics and pharmacodynamics to the use of specific pharmacologic agent categories. IX
2. Integrate knowledge of pathophysiology and pharmacodynamics within a pharmacologic category for the purpose of identifying prototype agents, mechanisms of action, indications, contraindications, and side effects. I, I
3. Discuss the health promotion, disease and injury prevention through the use of pharmacologic therapy across the lifespan taking into consideration racial, genetic and gender implications. I, II
4. Understand the many roles of the professional nurse in relation to pharmacologic therapy including educator, researcher, advocate, within the framework of a diverse population of patients, individuals, groups and communities. II, III, IX

III. Class Format/Instructional Method

The faculty of this course strive to present knowledge which is to be applied to clinical practice. Rote Memorization is not sufficient to achieve the objectives of this course. Attainment of the ability to apply and synthesize information requires a sound understanding of the material. Such an understanding may be attained by 1 Reading the required material, 2 attending lectures, 3 answering the questions at the end of the assigned readings, and 4 studying in small groups. Activity #4 is most important in acquiring the ability to apply information. Interactions with others help to identify areas of misunderstanding, clarify thought, gain alternative insights, and solidify knowledge.

Lecture, class discussion, critical thinking exercises, case studies, study guide assignments, small group activities, powerpoints and handouts.
IV. Books/Materials: (Required and Optional)

Required


Pharmacology Made Easy Computer Assisted Instruction. Already purchased in ATI package

TEXTBOOKS FROM ALL PRE-REQUISITE COURSES AS LISTED ON PAGE ONE (1) OF THIS SYLLABUS.

Optional
None

V. Description of Assignments

1. **Quizzes** – A total of five quizzes will be given throughout the semester. They will consist of approximately twenty-five multiple choice, open answers, case-study questions, etc. The lowest quiz score will be dropped thus, four quiz scores will be used to calculate the quiz average. **There will be no make-up quizzes.** Students who achieve an average of 2 and above on the quizzes will have 2 added to the final course grade. Students who achieve an average of 4 – 1 on the quizzes will have 1 added to the final course grade. **Students must have a final average of 77% for the exam grades before any additional percentage points are added to the final grade.**

2. Exam review will occur up to one week following the exam through posted office hours. NO EXAMS may be reviewed following this one-week parameter.

VI. Student Learning Assessment and Grading Policy

<table>
<thead>
<tr>
<th>Final Grade Distribution in Percent</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I 20</td>
<td>A 2 - 100</td>
</tr>
<tr>
<td>Exam II 20</td>
<td>B 4 - 1</td>
</tr>
<tr>
<td>Exam III 20</td>
<td>C 77- 3</td>
</tr>
<tr>
<td>Exam I 20</td>
<td>D 70-76</td>
</tr>
<tr>
<td>Final – Cumulative 20</td>
<td>F Below 6</td>
</tr>
<tr>
<td>Total 100</td>
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NOTE A cumulative grade of 77 or a C must be achieved in didactic in addition to successfully completing the clinical lab component in order to meet the objectives of the course.

No grades will be posted until a minimum of twenty-four hours after the last section of this course has taken the exam.

No grades will be given to a student via phone or posted on any faculty door. Grade notification will be via Moodle.
Any student in Pre-Licensure BSN Program who fails an exam below 77% is required to meet with the course instructor within one week.

VII. Examination Policy

A student who fails to attend a scheduled examination or quiz without PRIOR notification will receive a grade of zero for the examination or quiz. Notification of absence MUST occur by voice mail directly to the course instructor. The student will contact the course instructor for rescheduling within two business days of the originally scheduled examination or quiz. The student will take the examination or quiz by special arrangement with the instructor.

Format for make-up examination or quiz may differ from the original examination or quiz, e.g., short answer or essay. The make-up examination or quiz, containing different items dealing with the same general topic, must be taken before the next class period. If it is not or if arrangements are not made to make up this work a score of zero will be recorded for that examination or quiz. At the discretion of the course instructor, there may be point deductions from a rescheduled examination or quiz.

In order to accurately assess a student's progress during the examination process, no sharing of information or using notes allowed, unless specifically authorized. Failure to follow the guidelines established for the examination or quiz will result in a score of zero for that examination or quiz.

Multiple choice tests are graded using Scantron technology. The only answers that will be accepted will be those entered on the Scantron sheet. Students will not be given extra time during the test to fill in the Scantron bubbles.

Exam review will occur up to one week following the exam through posted office hours. NO EXAMS may be reviewed following this one-week parameter. No phones or computers will be allowed during test review.

Final Exam Policy

Permission to take the final exam other than as scheduled occurs only under extenuating circumstances as approved by the instructor. Emergency situations should be considered on an individual basis.

Medication Dosage Calculation Exam

To meet course objectives, students must be able to administer medications in the clinical setting. Prior to students administering medication in the clinical setting, they must show evidence of proficiency in medication dosage calculations. Students demonstrate proficiency by passing the Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam in NUR 3110, NUR 4300 and NUR 400. Students will have a maximum of three attempts to pass a Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam specific to each course with a score of 92%. Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam will not administer medications in clinical and risk not being able to meet the course objectives.

1st Attempt Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam on the first attempt are required to complete instructor assigned remediation.

2nd Attempt Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam after the second attempt are required to meet with the course instructor or nursing tutor for remediation.
3rd Attempt  Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam medication dosage calculation proficiency exam after a third 3rd attempt will fail the lab clinical or “Z” portion of the course, which will result in a course failure.

VIII. Course and Program Assessment
Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student's academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one's personal and professional growth and development within the teaching-learning environment. Program assessment informs faculty and the larger community how the program has effectively achieved its outcomes and purposes.

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To be determined

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Students are required to attend all didactic sessions. Additionally, she he must be on time, be prepared read all materials as well as viewed videos and completed CAIs as assigned, and actively participate. It is the student’s professional responsibility to notify the didactic instructor prior to any absence due to an emergency. More than one day’s absence will require a physician’s note. A student who is absent three or more times from didactic class sessions will be referred to the Professional Practice Review Committee of the Department of Nursing for disciplinary action.

Tardiness
Students are also required to be in class on time. This applies to didactic, clinical rotations, and laboratories. Tardiness will be recorded for each class session. Chronic tardiness may lead to a referral to the Professional Practice Review Committee for disciplinary action.

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**Fabrication** is unauthorized falsification, invention or copying of data, falsification of information, citations, or bibliographic references in any academic course work for example, falsifying references in a paper altering, forging, or falsifying any academic record or other University document.

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Nursing Librarian - Joyce Pallinger, pallinger@aurora.edu or use the following link
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Aurora University does not tolerate sexual misconduct against students, staff, faculty, or visitors, in any form, including but not limited to sex discrimination, sexual harassment, dating domestic violence, stalking, and sexual assault. The University also provides assistance for community members reporting sexual misconduct. For additional information, including detailed definitions, reporting options, and support resources, please see AU’s Sexual Misconduct Policy at www.aurora.edu sexualmisconductresources.

The University has designated the following individual to enforce the sexual misconduct policy and to educate the community regarding reporting and prevention:

Title IX Coordinator at AU Aurora, Illinois Campus  Shaun Neitzel, Dean of Student Life, sneitzel@aurora.edu, 630-44-6515.

Title IX Coordinator at George Williams College Campus  Dr. Kate Herrick, Dean of Academics and Student Life, kherrick@gwc.aurora.edu, 262-245-51.

XVII. Confidential on-campus support and resources are provided by:

Counseling Services 1400 Southlawn north entrance
Dr. Marcie Wiseman, mwiseman@aurora.edu, 630-44-5416

The Wellness Center 1400 Southlawn west entrance
Cheryl Block MSN, RN cblock@aurora.edu, 630-44-5434

The Wackerlin Center 430 S. Evanslawn south of Vago Field
Chaplain, Mark Woolfington, mwoolfington@aurora.edu, 630-44-6175

George Williams College 350 Constance Blvd
Counselor, Julie Beyers, beyers@gwc.aurora.edu, 262-245-531 or Chaplain Bill Schwartz, bschwart@gwc.aurora.edu, 262-245-574

XVIII. Statement about University Emergency Procedures

“Students are encouraged to be aware of measures that Aurora University has taken to create a safe learning environment. All classrooms and labs have a deadbolt lock installed in entry doors. The university has also installed location maps in each room on campus. These maps include the floor plan of the floor on which the room is located, the name and address of the building, emergency exits for the building, and safety zones in the case of severe weather. As the university puts in place other safety procedures or plans, the campus community will be notified. Please remember that it is important for everyone to report suspicious or threatening objects, people, or conditions to Campus Safety. In emergency and non-emergency situations call 262-74 - 320 or 11.

In addition, Aurora University has an Emergency Text Messaging system in the event of either campus canceling classes or closing offices due to inclement weather or a critical situation on a campus. All current students are automatically enrolled. Official AU alert messages are always delivered from the
same contact number. Please add 672_3_7_015_, 1437, and 226787 to your contacts as “AU Emergency Notifications” (Note: this is a short code, not a seven-digit phone number).

If you do not have text messaging enabled on your cellular phone, you can check the GWC website homepage to see if there is an emergency announcement.

XIX. **Standardized Testing Program**
In addition to the instructor-prepared exams, the instructor will administer a standardized exam to determine how well each student’s mastery of this course compares to other baccalaureate students across the nation. Students who are unable to perform satisfactorily will be required to do remedial work and the faculty will determine if these students may progress in the nursing program. The faculty is committed to fully prepare students for success on the NCLEX-RN exam that must be passed to obtain a license to practice professional nursing upon graduation.

The Pharmacology Content Mastery Exam will be administered in the Fall of senior year at the end of NUR 4300 Medical Surgical Nursing I. Successful achievement of Level II proficiency will result in additional percentage points being assigned to the final course grade as outlined on the NUR 4300 Syllabus and in Section of this syllabus.

XX. **Course and Program Assessment**
Assessment is an integral part of student learning. The assessment process involves observation and judgment of each students academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on ones personal and professional growth and development within the teaching-learning environment. Program assessment informs faculty and the larger community how the program has effectively achieved its outcomes and purposes. This course contributes to the achievement of program outcomes when all course assignments, the ATI test scores and the students evaluation of course learning outcomes are analyzed and the data used to develop, maintain and revise the curriculum.

XXI. **Modification of Syllabus**
This syllabus is tentative. The instructor reserves the right to modify the syllabus based on unforeseen circumstances.

CLASS SCHEDULE TO BE DETERMINED
George Williams College of Aurora University  
Pre-Licensure BSN Program

Course No. and Title:  NUR 3400  Psychiatric Mental Health Nursing  
Term/Academic Year:  Spring 2018  
Meeting Time/Room Location:  To be determined  
Credit:  5 semester hours  
Instructor's Name:  To be determined  
Office Hours:  To be determined  
E-Mail:  
Prerequisites:  NUR 3100.  Concurrent with NUR 3110, NUR 3160  
Aurora University Email:  AU email account is the official method of communication from the university.

I.  Course Overview

Reflecting the ANA Psychiatric-Mental Health Nursing Scope and Standards of Practice, this course prepares the nurse generalist to utilize effective communication to develop therapeutic interpersonal relationships fundamental to all nursing practice. The dynamic interaction of physical and mental illnesses requires holistic nursing approaches developed from broad based ways of knowing. Purposeful use of self is the art of psychiatric-mental health nursing, psychosocial, neurobiological theories and research evidence provide its scientific base. A comprehensive exploration of major psychiatric disorders and current treatments prepares the nurse to function as an effective member of the multidisciplinary treatment team.

Clinical

Clinical opportunities include experiential learning activities involving psychiatric patients across the lifespan in acute care and community-based settings. Exposure to self-help groups and other community resources are included. Simulated experiences may be utilized.

II.  Learning Outcomes

1.  Differentiate therapeutic from non-therapeutic communication techniques  III
2.  Identify the major psychiatric disorders and current treatment approaches  I
3.  Clarify personal and professional values related to respect, human dignity, advocacy, ethics, and communication, with patients experiencing psychiatric illnesses  I  – A,B,C
4.  Identify those at risk for psychiatric symptoms including diverse and marginalized populations  B, X-A
5.  Synthesize appropriate primary, secondary, and tertiary nursing prevention activities anticipating changing demographics and health disparities across the lifespan.  II-A,B,C
6.  Identify valid standardized screening tools and symptom rating scales currently used in mental health  I,  -A,B
7.  Evaluate evidence regarding the effects of genetics, stress, violence, and substance abuse on symptom development, functional status, and response to treatment.  II,  I,  III-B
   .  Analyze the least restrictive treatment approaches and legal rights of psychiatric patients within the context of the Illinois Mental Health Code.  -A, B
   .  Identify the mental illnesses most likely to affect older adults and the role of the nurse in prevention, case finding, and stabilization.  I

129

140
III. Class Format/Instructional Methods
Lecture, discussion, case study review, individual and small group work, audio-visuals, and movie connections; guest lecturers, and interactive presentations.

This course will utilize the Moodle course management system.

IV. Books/Materials: (Required and Optional)
Required


Optional


TEXTBOOKS FROM ALL PRE-REQUISITE COURSES LISTED ON PAGE TWO (2) OF THIS SYLLABUS.

V. Description of Assignments

Student progression is determined by each clinical instructor and may vary by individual student learning needs and different clinical sites.

Exam review will occur up to one week following the exam through posted office hours. NO EXAMS may be reviewed following this one-week parameter.

Each student will be required to participate in a Behavioral Health Group Project. You will be assigned to a group, choose a mental health topic, view a related movie and develop a 15-20 minute power point presentation to the class. Presentations will be the last week before final exams. The project will be 10% of your total grade.

Each student will also be given a medication assignment packet for each psychiatric medication classification. There will be 6 packets. You will be required to complete the work prior to the designated class. These medication assignments will comprise 5% of your total grade.

VI. Student Learning Assessment and Grading Policy

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>A 2 - 100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>B 4 - 1</td>
</tr>
<tr>
<td>Exam 3</td>
<td>C 77 - 3</td>
</tr>
<tr>
<td>ATI</td>
<td>D 70 - 76</td>
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<tr>
<td>Project</td>
<td>F Below 6</td>
</tr>
<tr>
<td>Medication s</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
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</tr>
</tbody>
</table>

NOTE: A cumulative grade of 77 or a C must be achieved in didactic in addition to successfully completing the clinical lab component in order to meet the objectives of the course.

No grades will be posted until a minimum of twenty-four hours after the last section of this course has taken the exam.

Students are required to discuss the submission of late papers with the instructor BEFORE the due date- except in cases of emergency. Papers turned in after the due date will incur a 5% deduction.

No grades will be given to a student via phone or posted on any faculty door. Grade notification will be via Moodle.
Any student in Pre-Licensure BSN Program who fails an exam below 77% is required to meet with the course instructor within one week.

VII. Examination Policy

A student who fails to attend a scheduled examination without PRIOR notification will receive a grade of zero for the examination. Notification of absence MUST occur by voice mail directly to the course instructor. The student will contact the course instructor for rescheduling within two business days of the originally scheduled examination. The student will take the examination by special arrangement with the instructor.

Format for make-up examination may differ from the original examination e.g., short answer or essay. The make-up examination, containing different items dealing with the same general topic, must be taken before the next class period. If it is not or if arrangements are not made to make up this work a score of zero will be recorded for that examination. At the discretion of the course instructor, there may be point deductions from a rescheduled examination.

In order to accurately assess a student's progress during the examination process, no sharing of information or using notes allowed, unless specifically authorized. Failure to follow the guidelines established for the examination will result in a score of zero for that examination.

Multiple choice tests are graded using Scantron technology. The only answers that will be accepted will be those entered on the Scantron sheet. Students will not be given extra time during the test to fill in the Scantron bubbles.

Exam review will occur up to one week following the exam through posted office hours. NO EXAMS may be reviewed following this one-week parameter. No phones or computers will be allowed during test review.

Final Exam Policy

Permission to take the final exam other than as scheduled occurs only under extenuating circumstances as approved by the instructor. Emergency situations should be considered on an individual basis.

Medication Dosage Calculation Exam

To meet course objectives, students must be able to administer medications in the clinical setting. Prior to students administering medication in the clinical setting, they must show evidence of proficiency in medication dosage calculations. Students demonstrate proficiency by passing the Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam in NUR 3110, NUR 4300 and NUR 4000.

Students will have a maximum of three attempts to pass a Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam specific to each course with a 92%. Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam will not administer medications in clinical and risk not being able to meet the course objectives.

1st Attempt Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam on the first attempt are required to complete instructor assigned remediation.

2nd Attempt Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam medication dosage calculation proficiency exam after the second attempt are required to meet with the course instructor.
or nursing tutor for remediation.

3rd Attempt Students who do not pass the specified Pre-Licensure BSN Program Medication Dosage Calculation Proficiency Exam medication dosage calculation proficiency exam after a third 3rd attempt will fail the lab/clinical or “Z” portion of the course, which will result in a course failure.

VIII. Course and Program Assessment

Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student's academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one's personal and professional growth and development within the teaching-learning environment. Program assessment informs faculty and the larger community how the program has effectively achieved its outcomes and purposes. This course contributes to the achievement of program outcomes when all course assignments, the ATI test scores and the student's evaluation of course learning outcomes are analyzed and the data used to develop, maintain and revise the curriculum.

IX. Tentative Class Schedule

To be determined

X. Attendance Policy

The faculty of the Department of Nursing is both obliged and committed to the development of professional values and behaviors in the students. Students are required to attend class, be on time, prepared, and to actively participate in class. Missed content classes are the responsibility of the student. Preparation is essential for effective participation. If a student is unable to attend class she/he should notify the instructor prior to the start of class.

Students are required to attend all didactic sessions. Additionally, she/he must be on time, be prepared to read all materials as well as viewed videos and completed CAIs as assigned, and actively participate. It is the student’s professional responsibility to notify the didactic instructor prior to any absence due to an emergency. More than one day’s absence will require a physician’s note. A student who is absent three or more times from didactic class sessions will be referred to the Professional Practice Review Committee of the Department of Nursing for disciplinary action.

Tardiness

Students are also required to be in class on time. This applies to didactic, clinical rotations, and laboratories. Tardiness will be recorded for each class session. Chronic tardiness may lead to a referral to the Professional Practice Review Committee for disciplinary action.

XI. Classroom Conduct Policy

Students enrolled in AU courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor. Continued problems will be reported to the College Dean and or the Dean of Student Life for further action. Course instructors may also impose class related sanctions on the offending student. (AU Academic Standards and Conduct Committee, 2006)"
XII. Academic Integrity

Preparation for a professional career includes responsibility and accountability for one’s work and decisions; therefore, assignments are expected to reflect the effort and thoughts of the individual student, except as indicated by the use of properly documented material. Failure to properly credit the work of another will result in a grade of 0 for the assignment any student accused of cheating may receive a score of 0 for the examination or assignment.

Procedures to be Followed When a Violation of Academic Integrity is Identified

Suspected cases of academic integrity violation should be reported to the course instructor, the administration of the school or department under whose jurisdiction the suspected offense took place, or to the Academic Affairs office and will be addressed using the procedures set forth in this Policy Statement. Students notified by the faculty member or Registrar of a suspected academic integrity violation may not change their registration in a course in which the charge is pending or in which a finding of violation has been made. Students who voluntarily withdraw from the university while an academic integrity violation is pending are not deemed to be in good standing and may not return to the university until a pending violation is resolved.

Electronic Device Policy: All devices except laptops are to be turned off unless an extenuating circumstance exists and is previously approved by the instructor. Laptop computers may be used during class for taking notes specific to the lecture in progress. Use of the lap top for any other purpose is prohibited. Any student found in violation of this class rule will lose lap top privileges during class for the remainder of the semester.

Use of cell phones for any form of social networking e.g., text messaging, face book, surfing the web, texting is strictly prohibited during class will result in expulsion from class and recorded as an absence.

“Cheating” is obtaining, using or attempting to use unauthorized materials or information for example notes, texts, or study aids or help from another person for example looking at another student’s test paper, or talking with him/her during an exam), in any work submitted for evaluation for academic credit. This includes exams, quizzes, laboratory assignments, papers and or other assignments. Other examples include altering a graded work after it has been returned, then submitting the work for regrading or submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors.

Fabrication is unauthorized falsification, invention or copying of data, falsification of information, citations, or bibliographic references in any academic course work for example, falsifying references in a paper altering, forging, or falsifying any academic record or other University document.

Plagiarism is representing someone else’s work (including their words and ideas) as one’s own or providing materials for such a representation, for example, submitting a paper or other work that is in whole or part the work of another, failing to cite references, presenting material verbatim or paraphrased that is not acknowledged and cited.

Obtaining an Unfair Advantage is a stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor b stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use c intentionally
obstructing or interfering with another student’s academic work; or (d) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students’ academic work.

Unauthorized Access to Computerized Records or Systems. This is unauthorized review of computerized academic or administrative records or systems; viewing or altering computer records; modifying computer programs or systems; releasing or dispensing information gained via unauthorized access; or interfering with the use or availability of computer systems of information.

Facilitating academic dishonesty. This is helping or attempting to assist another commit an act of academic dishonesty in violation of this Code (for example, allowing another to copy from one’s test or allowing others to use or represent one’s work as their own).

Notes: Examples provided are illustrations only and are not inclusive. Other behaviors, not exemplified, apply.

The above is in part adapted from “Issues and Perspectives on Academic Integrity,” a pamphlet distributed by the National Association of Student Personnel Administrators.

Academic programs, colleges, and departments within the University may have additional guidelines regarding academic dishonesty that supplement this Code.

XIII. Academic Support Center (ASC)

The Academic Support Center provides assistance to students having academic difficulties. It will be located within Scott Library at GWC. Assistance from the ASC is free of cost. GWC's Scott Library will also be the hub for peer-tutoring available to students. Peer-tutoring is available in writing as well as other subjects. To make a tutor appointment, please email gwccommons@aurora.edu. Drop-in appointments will be available but priority will be granted to those who make appointments in advance.

XIV. Disability Statement

Aurora University values diversity and inclusion and recognizes disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive. If you anticipate barriers related to the format, requirements, or assessment of this course, you are encouraged first to contact the Disability Resource Office 630-44-5520 in the Academic Support Center, then to meet with the instructor to discuss options or adaptations. Students requesting accommodations or further information should contact the Director of the Academic Support Center, Julie Hall at 630-44-5454. Students may inquire about disability services at George Williams College by contacting Jenni Herrick, Assistant Dean Director of Student Success at 262-245-572 or herrick@gwc.aurora.edu.

XV. Scott Library www.aurora.edu library

In conjunction with Phillips Library on the Aurora Campus, Scott Library will provide a full-service staff to address the research needs of GWC students. Books will be available at Scott Library, through our campus exchange, and via IShare and staff will be there to assist students with research questions.

Phillips Library, also available for GWC students, provides on-line subscription access to high quality, credible information including journal articles and ebooks. High quality sources increase the likelihood of producing a high quality paper. Bookmark the Phillips Library homepage at www.aurora.edu library.
and start searching the collection at www.libguides.aurora.edu databases. Librarians are a valuable resource available to students from both campuses please do not hesitate to ASK A LIBRARIAN look for the GREEN CHAT BUTTON on the library homepage for assistance with any research questions.

Nursing Librarian - Joyce Pallinger, pallinger__aurora.edu or use the following link http://libguides.aurora.edu NUR

Faculty and students are responsible for abiding by all copyright laws. Guidance on abiding by copyright laws can be found at http://libguides.aurora.edu ForFaculty copyright.

XVI. Sexual Misconduct Policy

Aurora University does not tolerate sexual misconduct against students, staff, faculty, or visitors, in any form, including but not limited to sex discrimination, sexual harassment, dating domestic violence, stalking, and sexual assault. The University also provides assistance for community members reporting sexual misconduct. For additional information, including detailed definitions, reporting options, and support resources, please see AU’s Sexual Misconduct Policy at www.aurora.edu sexualmisconductresources.

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The Wellness Center 1400 Southlawn west entrance
Cheryl Block MSN, RN cblock__aurora.edu, 630- 44-5434

The Wackerlin Center 430 S. Evanslawn south of ago Field
Chaplain, Mark Woolfington, mwoolfington__aurora.edu, 630- 44-6175

George Williams College 350 Constance Blvd
Counselor, Julie Beyers, beyers_gwc.aurora.edu, 262-245- 531 or Chaplain Bill Schwartz, bswift_gwc.aurora.edu, 262-245- 574

XVIII. Statement about University Emergency Procedures

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emergency and non-emergency situations call 262-74 - 320 or 11.

In addition, Aurora University has an Emergency Text Messaging system in the event of either campus canceling classes or closing offices due to inclement weather or a critical situation on a campus. All current students are automatically enrolled. Official AU alert messages are always delivered from the same contact number. Please add 672.3, 7.015, 1437, and 226787 to your contacts as “AU Emergency Notifications” (Note: this is a short code, not a seven-digit phone number).

If you do not have text messaging enabled on your cellular phone, you can check the GWC website homepage to see if there is an emergency announcement.

XIX. **Standardized Testing Program**
In addition to the instructor-prepared exams, the instructor will administer a standardized exam to determine how well each student’s mastery of this course compares to other baccalaureate students across the nation. Students who are unable to perform satisfactorily will be required to do remedial work and the faculty will determine if these students may progress in the nursing program. The faculty is committed to fully prepare students for success on the NCLEX-RN exam that must be passed to obtain a license to practice professional nursing upon graduation. **RN Content Mastery Test given at the end of the term.**

XX. **Course and Program Assessment**
Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student’s academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one’s personal and professional growth and development within the teaching-learning environment. Program assessment informs faculty and the larger community how the program has effectively achieved its outcomes and purposes. This course contributes to the achievement of program outcomes when all course assignments, the ATI test scores and the students evaluation of course learning outcomes are analyzed and the data used to develop, maintain and revise the curriculum.

XXI. **Modification of Syllabus**
This syllabus is tentative. The instructor reserves the right to modify the syllabus based on unforeseen circumstances.

CLASS SCHEDULE TO BE DETERMINED
George Williams College of Aurora University
Pre-Licensure BSN Program

Course No. and Title:  NUR 3400  Psychiatric Mental Health Nursing
Term/Academic Year:  Spring 2018
Credit:  5 semester hours
Instructor’s Name:  To be determined
Office Hours and Location:  To be determined
E-Mail:
Prerequisites:
NUR 3100.  Concurrent with NUR 3110, NUR 3160

Aurora University Email:  AU email account is the official method of communication from the university.

I.  Course Overview

Reflecting the ANA Psychiatric-Mental Health Nursing Scope and Standards of Practice, this course prepares the nurse generalist to utilize effective communication to develop therapeutic interpersonal relationships fundamental to all nursing practice. The dynamic interaction of physical and mental illnesses requires holistic nursing approaches developed from broad based ways of knowing. Purposeful use of self is the art of psychiatric-mental health nursing, psychosocial, neurobiological theories and research evidence provide its scientific base. A comprehensive exploration of major psychiatric disorders and current treatments prepares the nurse to function as an effective member of the multidisciplinary treatment team.

Clinical

Clinical opportunities include experiential learning activities involving psychiatric patents across the lifespan in acute care and community-based settings. Exposure to self-help groups and other community resources are included. Simulated experiences may be utilized.

II.  Learning Outcomes

1.  Differentiate therapeutic from non-therapeutic communication techniques III
2.  Identify the major psychiatric disorders and current treatment approaches I
3.  Clarify personal and professional values related to respect, human dignity, advocacy, ethics, and communication, with patients experiencing psychiatric illnesses I – A, B, C
4.  Identify those at risk for psychiatric symptoms including diverse and marginalized populations I, B, X-A
5.  Synthesize appropriate primary, secondary, and tertiary nursing prevention activities anticipating changing demographics and health disparities across the lifespan. II-A, B, C
6.  Identify valid standardized screening tools and symptom rating scales currently used in mental health I, -A, B
7.  Evaluate evidence regarding the effects of genetics, stress, violence, and substance abuse on symptom development, functional status, and response to treatment. II, I, III-B
   . Analyze the least restrictive treatment approaches and legal rights of psychiatric patients within the context of the Illinois Mental Health Code. -A, B
   . Identify the mental illnesses most likely to affect older adults and the role of the nurse in prevention, case finding, and stabilization. I
III. **Class Format/Instructional Methods**
Lecture, discussion, case study review, individual and small group work, audio-visuals, and may include movie connections guest lecturers, and interactive presentations.

This course will utilize the Moodle course management system.

IV. **Books/Materials: (Required and Optional)**

**Required**

**Optional**
None

V. **Description of Assignments**

**Clinical:**
- Student Progression is determined by each clinical instructor and may vary by individual student learning needs and different clinical sites.
- Process Analysis – see attachment and directions on Moodle, 2 due throughout the course.
- Weekly Assignment Sheet – also located on Moodle.
- Each student will be given an assignment packet for each psychiatric in class scenario. There will be 4 packets. You will be required to complete the work prior to the designated class. These assignments will comprise 10% of your total grade.
- Each student is to attend an open Alcoholics Anonymous Support Meeting, with corresponding paper.

VI. **Student Learning Assessment and Grading Policy**

Each student will be given an assignment packet for each psychiatric in class scenario. There will be 4 packets. You will be required to complete the work prior to the designated class. These assignments will comprise 10% of your total grade.

Each student is to attend an open Alcoholics Anonymous Support Meeting, with corresponding paper. This assignment is worth 5% of your grade.

<table>
<thead>
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<th>Grade Distribution</th>
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<tr>
<td>Exam 3</td>
<td>C 77- 3</td>
</tr>
<tr>
<td>Scenario Assignments</td>
<td>D 70-76</td>
</tr>
<tr>
<td></td>
<td>F Below 6</td>
</tr>
</tbody>
</table>
Alcoholics Anonymous Paper            5
ATI Proctored Exam                          5
Final Exam                                       20

NOTE  A cumulative grade of 77 or a C must be achieved in didactic in addition to successfully completing the 3400 in order to meet the objectives of the course.

No grades will be posted until a minimum of twenty-four hours after the last section of this course has taken the exam.

Students are required to discuss the submission of late papers with the instructor BEFORE the due date- except in cases of emergency. Papers turned in after the due date will incur a 5 deduction.

No grades will be given to a student via phone or posted on any faculty door. Grade notification will be via Moodle.

Any student in Pre-Licensure BSN Program who fails an exam below 77 is required to meet with the course instructor within one week.

VII. Examination Policy

A student who fails to attend a scheduled examination quiz without PRIOR notification will receive a grade of zero for the examination quiz. Notification of absence MUST occur by voice mail directly to the course instructor. The student will contact the course instructor for rescheduling within two business days of the originally scheduled examination quiz. The student will take the examination quiz by special arrangement with the instructor.

Format for make-up examination quiz may differ from the original examination quiz e.g., short answer or essay. The make-up examination quiz, containing different items dealing with the same general topic, must be taken before the next class period. If it is not or if arrangements are not made to make up this work a score of zero will be recorded for that examination quiz. At the discretion of the course instructor, there may be point deductions from a rescheduled examination quiz.

In order to accurately assess a student’s progress during the examination process, no sharing of information or using notes allowed, unless specifically authorized. Failure to follow the guidelines established for the examination quiz will result in a score of zero for that examination quiz.

Multiple choice tests are graded using Scantron technology. The only answers that will be accepted will be those entered on the Scantron sheet. Students will not be given extra time during the test to fill in the Scantron bubbles.

Exam review will occur up to one week following the exam through posted office hours. NO EXAMS may be reviewed following this one-week parameter. No phones or computers will be allowed during test review.
Final Exam Policy

Permission to take the final exam other than as scheduled occurs only under extenuating circumstances as approved by the instructor. Emergency situations should be considered on an individual basis.

Medication Dosage Calculation Exam

To meet course objectives, students must be able to administer medications in the clinical setting. Prior to students administering medication in the clinical setting, they must show evidence of proficiency in medication dosage calculations. Students demonstrate proficiency by passing the AUSON medication dosage calculation proficiency exam in NUR 3110, NUR 4300 and NUR 4000.

Students will have a maximum of three attempts to pass an AUSON medication dosage calculation proficiency exam specific to each course with a 2. Students who do not pass the specified AUSON medication dosage calculation proficiency exam will not administer medications in clinical and risk not being able to meet the course objectives.

1st Attempt Students who do not pass the specified AUSON medication dosage calculation proficiency exam on the first 1st attempt are required to complete instructor assigned remediation.

2nd Attempt Students who do not pass the specified AUSON medication dosage calculation proficiency exam after the second 2nd attempt are required to meet with the course instructor or nursing tutor for remediation.

3rd Attempt Students who do not pass the specified AUSON medication dosage calculation proficiency exam after a third 3rd attempt will fail the lab/clinical or “Z” portion of the course, which will result in a course failure.

VIII. Course and Program Assessment

Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student's academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one's personal and professional growth and development within the teaching-learning environment. Program assessment informs faculty and the larger community how the program has effectively achieved its outcomes and purposes. This course contributes to the achievement of program outcomes when all course assignments, the ATI test scores and the student's evaluation of course learning outcomes are analyzed and the data used to develop, maintain and revise the curriculum.

IX. Tentative class schedule

To be determined

X. Attendance Policy

The faculty of the School of Nursing is both obliged and committed to the development of professional values and behaviors in the students. Students are required to attend class, be on time, prepared, and to
actively participate in class. Missed content classes are the responsibility of the student. Preparation is essential for effective participation. If a student is unable to attend class she/he should notify the instructor prior to the start of class.

Students are required to attend all didactic sessions. Additionally, she/he must be on time, be prepared to read all materials as well as view CAIs, D V D S and or CD-ROM assignments, and actively participate in class. It is the student’s professional responsibility to notify the didactic instructor prior to any absence due to an emergency. More than one day’s absence will require a physician’s note. A student who is absent three or more times from didactic class sessions will be referred to the Professional Practice Review Committee of the School of Nursing for disciplinary action.

Tardiness
Students are also required to be in class on time. This applies to didactic, clinical rotations, and laboratories. Tardiness will be recorded for each class session. Chronic tardiness may lead to a referral to the Professional Practice Review Committee for disciplinary action.

Clinical and Laboratory Attendance Policy
Students are required to attend all clinical and laboratory sessions. Additionally, she/he must be on time, be prepared (read all materials as well as view CAI’s, DVD’S AND/OR CD-ROM assignments) and actively participate in clinical. A clinical laboratory absence may result in course failure. It is the student’s professional responsibility to notify the clinical and or lab instructor prior to any absence due to an emergency. Any clinical absence may be referred to the Professional Practice Review Committee of the Department of Nursing for disciplinary action.

XI. Classroom Conduct Policy
Students enrolled in AU courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor. Continued problems will be reported to the College Dean and or the Dean of Student Life for further action. Course instructors may also impose class related sanctions on the offending student. (AU Academic Standards and Conduct Committee, 2006)

XII. Academic Integrity
Preparation for a professional career includes responsibility and accountability for one’s work and decisions; therefore, assignments are expected to reflect the effort and thoughts of the individual student, except as indicated by the use of properly documented material. Failure to properly credit the work of another will result in a grade of ero 0 for the assignment. Any student accused of cheating may receive a score of ero 0 for the examination quiz or assignment.

Procedures to be Followed When a Violation of Academic Integrity is Identified
Suspected cases of academic integrity violation should be reported to the course instructor, the administration of the school or department under whose jurisdiction the suspected offense took place, or to the Academic Affairs office and will be addressed using the procedures set forth in this Policy Statement. Students notified by the faculty member or Registrar of a suspected academic integrity
violation may not change their registration in a course in which the charge is pending or in which a finding of violation has been made. Students who voluntarily withdraw from the university while an academic integrity violation is pending are not deemed to be in good standing and may not return to the university until a pending violation is resolved.

**Electronic Device Policy:** All devices except laptops are to be turned off unless an extenuating circumstance exists and is previously approved by the instructor. Laptop computers may be used during class for taking notes specific to the lecture in progress. Use of the lap top for any other purpose is prohibited. Any student found in violation of this class rule will lose lap top privileges during class for the remainder of the semester.

Use of cell phones for any form of social networking e.g., text messaging, face book, surfing the web, texting is strictly prohibited during class will result in expulsion from class and recorded as an absence.

**“Cheating”** is obtaining, using or attempting to use unauthorized materials or information for example notes, texts, or study aids or help from another person for example looking at another student’s test paper, or talking with him/her during an exam, in any work submitted for evaluation for academic credit. This includes exams, quizzes, laboratory assignments, papers and or other assignments. Other examples include altering a graded work after it has been returned, then submitting the work for regrading or submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors.

**Fabrication** is unauthorized falsification, invention or copying of data, falsification of information, citations, or bibliographic references in any academic course work for example, falsifying references in a paper altering, forging, or falsifying any academic record or other University document.

**Plagiarism** is representing someone else’s work (including their words and ideas) as one’s own or providing materials for such a representation, for example, submitting a paper or other work that is in whole or part the work of another, failing to cite references, presenting material verbatim or paraphrased that is not acknowledged and cited.

**Obtaining an Unfair Advantage** is a stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor b) stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use c intentionally obstructing or interfering with another student’s academic work; or (d) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students’ academic work.

**Unauthorized Access to Computerized Records or Systems.** This is unauthorized review of computer academic or administrative records or systems viewing or altering computer records modifying computer programs or systems releasing or dispensing information gained via unauthorized access or interfering with the use or availability of computer systems of information.

**Facilitating academic dishonesty.** This is helping or attempting to assist another commit an act of academic dishonesty in violation of this Code (for example, allowing another to copy from one’s test or allowing others to use or represent one’s work as their own).
Notes: Examples provided are illustrations only and are not inclusive. Other behaviors, not exemplified, apply.

The above is in part adapted from “Issues and Perspectives on Academic Integrity,” a pamphlet distributed by the National Association of Student Personnel Administrators.

Academic programs, colleges, and departments within the University may have additional guidelines regarding academic dishonesty that supplement this Code.

XIII. Academic Support Center (ASC)

The Academic Support Center provides assistance to students having academic difficulties. It will be located within Scott Library at GWC. Assistance from the ASC is free of cost. GWC's Scott Library will also be the hub for peer-tutoring available to students. Peer-tutoring is available in writing as well as other subjects. To make a tutor appointment, please email gwccommons_aurora.edu. Drop-in appointments will be available but priority will be granted to those who make appointments in advance.

XIV. Disability Statement

Aurora University values diversity and inclusion and recognizes disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive. If you anticipate barriers related to the format, requirements, or assessment of this course, you are encouraged first to contact the Disability Resource Office 630-44-5520 in the Academic Support Center, then to meet with the instructor to discuss options or adaptations. Students requesting accommodations or further information should contact the Director of the Academic Support Center, Julie Hall at 630-44-5454. Students may inquire about disability services at George Williams College by contacting Jenni Herrick, Assistant Dean Director of Student Success at 262-245-572 or herrick_gwc.aurora.edu.

XV. Scott Library www.aurora.edu library

In conjunction with Phillips Library on the Aurora Campus, Scott Library will provide a full-service staff to address the research needs of GWC students. Books will be available at Scott Library, through our campus exchange, and via IShare and staff will be there to assist students with research questions.

Phillips Library, also available for GWC students, provides on-line subscription access to high quality, credible information including journal articles and ebooks. High quality sources increase the likelihood of producing a high quality paper. Bookmark the Phillips Library homepage at www.aurora.edu library and start searching the collection at www.libguides.aurora.edu databases. Librarians are a valuable resource available to students from both campuses please do not hesitate to AS_A LIBRARIAN look for the GREEN CHAT BUTTON on the library homepage for assistance with any research questions.

Nursing Librarian - Joyce Pallinger, pallinger_aurora.edu or use the following link http_libguides.aurora.edu NUR

Faculty and students are responsible for abiding by all copyright laws. Guidance on abiding by copyright laws can be found at http_libguides.aurora.edu ForFaculty copyright.

XVI. Sexual Misconduct Policy

Aurora University does not tolerate sexual misconduct against students, staff, faculty, or visitors, in any form, including but not limited to sex discrimination, sexual harassment, dating domestic violence,
stalking, and sexual assault. The University also provides assistance for community members reporting sexual misconduct. For additional information, including detailed definitions, reporting options, and support resources, please see AU’s Sexual Misconduct Policy at www.aurora.edu sexualmisconductresources.

The University has designated the following individual to enforce the sexual misconduct policy and to educate the community regarding reporting and prevention:

Title IX Coordinator at George Williams College Campus  
Dr. Kate Herrick, Dean of Academics and Student Life, kherrick@gwc.aurora.edu, 262-245-511.

XVII. Confidential on-campus support and resources are provided by:

Counseling Services 1400 Southlawn north entrance  
Dr. Marcie Wiseman, mwiseman@aurora.edu, 630-44-5416

The Wellness Center 1400 Southlawn west entrance  
Cheryl Block MSN, RN cblock@aurora.edu, 630-44-5434

The Wackerlin Center 430 S. Evanslawn south of ago Field  
Chaplain, Mark Woolfington, mwoolfington@aurora.edu, 630-44-6175

George Williams College 350 Constance Blvd  
Counselor, Julie Beyers, beyers@gwc.aurora.edu, 262-245-531 or Chaplain Bill Schwartz, bschwartz@gwc.aurora.edu, 262-245-574

XVIII. Statement about University Emergency Procedures

“Students are encouraged to be aware of measures that Aurora University has taken to create a safe learning environment. All classrooms and labs have a deadbolt lock installed in entry doors. The university has also installed location maps in each room on campus. These maps include the floor plan of the floor on which the room is located, the name and address of the building, emergency exits for the building, and safety ones in the case of severe weather. As the university puts in place other safety procedures or plans, the campus community will be notified. Please remember that it is important for everyone to report suspicious or threatening objects, people, or conditions to Campus Safety. In emergency and non-emergency situations call 262-749-8320 or 911.

In addition, Aurora University has an Emergency Text Messaging system in the event of either campus canceling classes or closing offices due to inclement weather or a critical situation on a campus. All current students are automatically enrolled. Official AU alert messages are always delivered from the same contact number. Please add 672-3, 7015, 1437, and 226787 to your contacts as “AU Emergency Notifications.” Note this is a short code, not a seven-digit phone number.

If you do not have text messaging enabled on your cellular phone, you can check the GWC website homepage to see if there is an emergency announcement.

XIX. Modification of Syllabus

This syllabus is tentative. The instructor reserves the right to modify the syllabus based on unforeseen circumstances.

CLASS SCHEDULE TO BE DETERMINED
Appendix M

Aurora Health Care Affiliation Agreement

SCHOOL AFFILIATION AGREEMENT

THIS SCHOOL AGREEMENT (the "Agreement") is made and entered into as of the 29th day of October, 2012 (the "Effective Date"), by and between Aurora Health Care, Inc. ("Aurora") and Aurora University including George Williams College of Aurora University ("School").

Recitals

WHEREAS, School provides courses of training in various health related fields and is desirous of placing its students in a clinical program; and

WHEREAS, Aurora operates a variety of health care facilities and is willing to accept students of School as part of a clinical program for the Aurora facilities defined below on the terms of this Agreement.

NOW, THEREFORE, for a good and valuable consideration the adequacy and receipt of which are acknowledged, it is agreed as follows:

1. Clinical Program. The School desires to participate in a clinical education program with Aurora pursuant to which School’s students will spend time at Aurora Facilities (defined below). On an annual basis, in advance, School will provide Aurora with a Program Memorandum detailing the proposed clinical education program prior to the students starting the clinical. A sample Program Memorandum for the initial year is attached hereto as Exhibit A, (there may be refinements to such Program Memorandum as the effective date draws close in time). Any modifications to the Program Memorandum are subject to the prior review and written approval of Aurora. Once approved, the Program Memorandum as revised will be incorporated herein; provided that in the event of a conflict between any Program Memorandum and this Agreement, the terms of this Agreement shall control.

The Program Memorandum will set forth: (i) the number of students to be placed in the Aurora Facilities and the number at each Aurora Facility; (ii) the schedule of placement times at each Aurora Facility; (iii) the program content; and (iv) the rights of Aurora Facilities to review the program content. The School shall also provide, as soon as it is available, a listing of the participating students assigned to a particular Aurora Facility by name and level, and a listing of any School personnel or employees to be placed as supervisors and/or instructors at each Aurora Facility. School shall be responsible to update such listings promptly following any changes therein.

2. Aurora’s Participation. Aurora agrees, subject to further agreement to the Program Memorandum, to accept School’s students at all Aurora Health Care, Inc. facilities, as specified in the Program Memorandum (the “Aurora Facilities”).
3. **Requirements for Students and School Personnel or Employees.**
All students accepted under the terms of this Agreement for placement at any Aurora Facility, and all School personnel or employees placed as supervisors and/or instructors who are on-site at any Aurora Facility, must:

a. be certified in writing for participation by the School;

b. have successfully completed an orientation program of the Aurora Facility;

c. agree to comply with any applicable rules regulations, policies and procedures concerning student conduct as may be adopted by Aurora or any Aurora Facility;

d. have satisfied and passed any health screening or other health requirements imposed from time to time by Aurora or any Aurora Facility;

e. have completed for him or her a criminal background check, the results of which have been presented to and approved by Aurora, meeting legal requirements and showing no adverse matter;

f. agree to complete incident reports pursuant to any Aurora policy and agree to report any observed or known incident to the applicable Aurora Facility's department manager promptly; and

g. all School personnel or employees placed as supervisors and/or instructors at an Aurora Facility are to be certified by School that he/she is appropriately qualified and licensed.

4. **No Compensation or Billing.** It is understood no compensation shall be paid by School to Aurora or Aurora to School or its personnel as a result of this Agreement. School agrees in no event to render any bill to any patient or third party for any service provided hereunder. To the extent any billable service is provided hereunder, School and its personnel assign to Aurora fully all rights to bill any patient or third party payor (governmental or otherwise) for such service.

5. **Further Agreements of the Parties.**

A. The School shall in no event place any students or other personnel or employees at any Aurora Facility or permit any student or personnel or employees to provide services for Aurora or any Aurora Facility who has been suspended or excluded from participation in any state or federally funded health care program, including without limitation, Medicare and Medicaid.
B. School and Aurora agree that there shall be no
discrimination against any student or other personnel or employees placed at any Aurora
Facility on the basis of the student’s race, color, creed, religion, sex, gender identity,
sexual orientation, national origin or disability in violation of any law applicable in such
circumstance to School or Aurora.

C. The parties acknowledge their respective obligations
governing the privacy and security of health information pursuant to the Health Insurance
Portability and Accountability Act of 1996, as amended (“HIPAA”) and its implementing
regulations (“the Privacy Rule”). The School agrees that students and faculty that
participate in the program hereunder will not use or disclose Protected Health
Information, as that term is defined in 45 C.F.R. § 160.103, obtained in the course of the
program for purposes other than those related to the program. Further, participating
students and faculty agree not to use or disclose Protected Health Information obtained in
the clinical setting for any non-clinical purposes, including teaching or educational
purposes, unless the participant either (1) obtains an authorization, compliant with the
Privacy Rule, from each patient whose Protected Health Information is sought to be used;
(2) de-identifies the Protected Health Information in accordance with the Privacy Rule; or
(3) uses a “limited data set” as defined in the Privacy Rule, and signs a Data Use
Agreement with Aurora. In addition to the general training provided for below, the
School agrees to train participating students and faculty as necessary regarding how to
obtain generalized information related to patient authorization, de-identify Protected
Health Information, and create limited data sets. The parties agree that if future
modifications or clarifications are made to the Privacy Rule that necessitate amendments
to this Agreement, the parties will make such amendments. For purposes of HIPAA only,
students are, with respect to their interactions with patients/clients and their educational
activities at Aurora, under the direct control of Aurora and are thus considered to be
members of Aurora’s “workforce,” as that term is defined in 45 C.F.R. § 160.103.

D. Records of each student’s participation, including such
detail as specified by the Aurora Facility, will be maintained for a period of five (5) years
required by the Aurora Facility.

E. All records of any service provided hereunder shall belong
to Aurora or the applicable Aurora Facility.

F. Neither School, its personnel or employees, nor any student
participating in the program hereunder, shall disclose to any third party or use (other than
in fulfilling their duties under the program) any confidential or proprietary information of
Aurora or its affiliates.

G. Aurora has the right to refuse, suspend or remove a student
or any School personnel, including supervisors or instructors, from a clinical education
program for any reason Aurora deems appropriate provided that Aurora shall notify
School in writing of the reasons for the refusal, suspension or removal and at the request
of the School shall consult with the School regarding the refusal, suspension or removal.
H. Aurora shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the School's students who train at Aurora Facilities pursuant to this Agreement.

6. **Independent Contractors.** It is acknowledged and agreed by the parties that School, its personnel, employees and students are "independent contractors" with respect to Aurora and the Aurora Facilities and that nothing in this Agreement is intended to nor shall be construed to create any employer/employee relationship or any relationship other than that of independent contractors. Aurora and Aurora Facilities shall in no event have any obligations to School, its personnel, employees and students including payment of any compensation, any withholding, social security, or any other employee-related obligations. School shall be responsible for the actions and omissions of its students, employees, faculty and other personnel.

7. **Insurance.**

A. School agrees to maintain, during the term of this Agreement, Comprehensive General Liability Insurance with a combined single limit of not less than One Million Dollars ($1,000,000) for each occurrence and Three Million Dollars ($3,000,000) annual aggregate, with coverage to include, but not be limited to, personal and bodily injury, and broad form property damage liability. School shall also maintain Professional Liability Insurance with minimum limits of One Million Dollars ($1,000,000) for each occurrence and Three Million Dollars ($3,000,000) annual aggregate, for its participating students, faculty, employees and agents. Should any of the described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy. School shall provide Aurora with a certificate of insurance evidencing such insurance coverage.

B. Aurora agrees to maintain, during the term of this Agreement, Comprehensive General Liability Insurance with a combined single limit of not less than One Million Dollars ($1,000,000) for each occurrence, with coverage to include, but not be limited to, personal and bodily injury, and broad form property damage liability. Aurora shall also maintain Professional Liability Insurance with minimum limits of One Million Dollars ($1,000,000) for each occurrence and Three Million Dollars ($3,000,000) annual aggregate, for its employees and agents. Aurora shall provide School with a certificate of insurance evidencing such insurance coverage.

8. **No Indemnification.** This is not an agreement to indemnify. Each party shall be responsible for its own actions and omissions and those of its employees, other personnel, and the School, for its students.
9. **Term and Termination.** This Agreement shall remain effective for a term of one (1) year, commencing on the Effective Date. This Agreement shall automatically renew for successive one (1) year terms; provided either party may terminate this Agreement at any time by giving the other party not less than thirty (30) days prior written notice.

In the event a breach of any of the terms hereof which is not cured within twenty (20) days after written notice, either party may terminate this Agreement on written notice to the other party.

Notwithstanding any termination of this Agreement, the provisions of this Agreement insofar as applicable to any students who are enrolled in a clinical program on the date of termination shall be observed by both parties until the end of the clinical program then in effect for such students.

10. **Miscellaneous.**

   A. **Notice.** Notice or communications required or permitted to be given under this Agreement shall be given to the respective parties by hand delivery, certified mail return receipt requested, or recognized overnight mail service, and shall be addressed as follows:

   if to Aurora, to: Aurora Health Care, Inc.
   750 West Virginia Street
   Milwaukee, WI 53204
   Attn: Chief Legal Officer

   if to School, to: George Williams College of Aurora University
   350 Constance Blvd.
   Williams Bay, WI 53191
   Attn: Social Work Field Coordinator

   With a copy to: Aurora University
   347 S. Gladstone Ave.
   Aurora, IL 60506
   Attn: Vice President for Finance

Either party may change the address for notice by a notice given in conformance with this Section.

   B. ** Entire Agreement.** This is the entire agreement between the parties. No understanding not set forth herein as incorporated hereby shall have any force or effect. This Agreement supersedes all previous contracts relating to the services described herein.
C. Governing Law; Venue; Proceedings. This Agreement and each and all of the terms, covenants and conditions hereof shall be interpreted in accordance with and governed in all respects by the laws of the State of Wisconsin. The venue for any dispute hereunder shall be in the Wisconsin Circuit Court for Milwaukee County and no party shall bring or consent to an action in any other forum.

D. No Third Party Beneficiaries. This Agreement does not create any third party beneficiaries.

E. Assignment and Amendment. School may not assign this Agreement without Aurora’s prior written consent. This Agreement may be amended during its term only by a writing signed by the parties hereto.

F. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one in the same instrument.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date set forth above.

Aurora Health Care, Inc.

By

Randall Lambrecht, Ph.D., Sr. VP Research and Academic Relations

Aurora University
George Williams College of Aurora University

By

Beth Reissenweber, VP for Finance

Date: 10-29-12

By

Rachel Dunn, Social Work Field Coordinator for GWC

Date: 10-29-12
Exhibit A

PROGRAM MEMORANDUM

1. **Number of Students**: The number of students accepted will be mutually agreed upon by the Aurora Facilities and the School prior to the beginning of each semester/placement.

2. **Requirements for Students**: All students must complete pre-clinical documentation and comply with Aurora Facility requirements as defined by Aurora Health Care, Inc. Currently, that information is listed on the Aurora student clinical placement website, www.aurorahealthcare.org/students.

3. **Schedule of Student Clinical Days and Times**: The schedule for the clinical program at each Aurora Facility will be provided prior to the beginning of the semester/placement. Such schedule shall include (a) a list of the participating students assigned to a particular Aurora Facility by name and level and (b) a list (including phone number) of any School personnel or employees to be placed as supervisors and/or instructors at each Aurora Facility. The supervisor or instructor shall be available by phone during clinical hours.

4. **Clinical Education Program Content**: The clinical education program content will be provided to designated Aurora Facility personnel prior to the beginning of the semester/placement as needed. Aurora Facility personnel shall have the right to review the clinical education program content.
Aurora Lakeland Medical Center – Form #1004

Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
1400 E. Washington Avenue
Madison, WI 53708-8366

FAX #: (608) 266-2402
Phone #: (608) 266-2111

E-Mail: dps@wisconsin.gov
Website: dps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

A. Name of facility: Aurora Lakeland Medical Center

Address: 73085 County Road NN
Elkhorn, WI 53121

Telephone: 262-741-2000

B. Type of facility: □ Hospital □ Nursing Home □ Community Health Agency

□ Other: ________________________________

C. Number of beds at facility: 74

D. Types of patients: Medical/Surgical, ER, OR, urology, cardiology, orthopedics - Adult

E. Administrator of facility: Dr. Nick Turkal

F. Director of nursing service: Holly Schmidike

G. School(s) of nursing utilizing the facility: Proposed - George Williams College of
Aurora University, Pre-Licensure Nursing Program.

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   ✓ Yes  ___ No 
   Comments: 

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   ✓ Yes  ___ No 
   Comments: 

C. Are there experiences in the facility available to students to meet clinical objectives?  
   ✓ Yes  ___ No 
   Comments: 

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)  
   ✓ Yes  ___ No 
   Comments: 

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)  
   ___ Yes  ___ No 
   Comments: Not applicable 

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

George Williams College of Aurora University  
Nursing School  
Brenda Shostrom  
Educational Administrator  
Signature  
1-630-844-5135  
Telephone Number 

Not Applicable  
Nursing Program(s) Utilizing Facility/Simulated Setting  
Executive Director  
Title  
Date  
December 20, 2016  
Email Address  
bshostrom@aurora.edu
Aurora Burlington Memorial Hospital – Form #1004

Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
Fax #: (608) 266-3922
Phone #: (608) 266-2112

1400 E. Washington Avenue
Madison, WI 53708-8366
E-Mail: daps@wisconsin.gov
Website: daps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

A. Name of facility: Aurora Burlington Memorial Hospital
   Address: 252 McHenry Street
   Burlington, WI 53105
   Telephone: 262-767-6000

B. Type of facility: ☑ Hospital ☐ Nursing Home ☐ Community Health Agency
   ☐ Other: ____________________________

C. Number of beds at facility: 41

D. Types of patients: Medical/Surgical, ER, OR, cardiology, orthopedics - Adult

E. Administrator of facility: Dennis Potts

F. Director of nursing service: Currently vacant – communications with Holly Schmidtke

G. School(s) of nursing utilizing the facility: Proposed - George Williams College of
   Aurora University, Pre-Licensure Nursing Program.

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   ✔ Yes  ____ No
   Comments: ____________________________________________________________

B. Does the facility agree to cooperate in promoting the nursing school objectives?
   ✔ Yes  ____ No
   Comments: ____________________________________________________________

C. Are there experiences in the facility available to students to meet clinical objectives?  
   ✔ Yes  ____ No
   Comments: ____________________________________________________________

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)
   ✔ Yes  ____ No
   Comments: ____________________________________________________________

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)
   ____ Yes  ____ No
   Comments: Not applicable

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

George Williams College of Aurora University
Nursing School

Brenda Shostrum
Educational Administrator

Dr. Brenda Shostrum

Signature 1-630-844-5135
Telephone Number

Not Applicable
Nursing Program(s) Utilizing Facility/Simulated Setting

Executive Director
Title

December 20, 2016
Date

bshostrum@aurora.edu
Email Address
Aurora Health Care – RN Position Description

Job Description

Profile Title: Registered Nurse New Lic
Job Code(s): 110093
Job Title(s): Registered Nurse New Lic
FLSA Status: Nonexempt

Date Created: 07/29/2013

Primary Purpose:
Performs the nursing process to deliver safe, therapeutic, and quality patient care through assessment of patients, establishment and implementation of the nursing care plan, and evaluation of clinical outcomes within an inpatient environment. Builds a knowledge base through practice and makes decisions based on guidelines.

Major Responsibilities:
Provides ongoing patient centered nursing care. Completes initial assessment of patient including obtaining vital signs and gathering pertinent health information while following decision trees and protocols. Seeks assistance in setting priorities and interpreting clinical situations. Provides triage and consultation to patient, family, and/or significant others according to protocol and established guidelines.

Initiates and implements a nursing plan of care individualized to the needs of each patient. Assesses patient/family readiness for participation and involves them in planning and implementing care. Learns about available resources, and validates practice through members of the health care team, patients, and family members. Seeks consultation as needed.

Recognizes significant changes in patient’s condition, status and need for care. Provides ongoing assessment of patient and takes appropriate nursing actions when changes occur. Evaluates and implements changes of the plan of care as needed and collaborates with other health care team members to coordinate patient centered care.

Communicates with physicians and other members of the health care team. Provides patient status updates to physicians on a regular basis. Documents, maintains and updates accurate patient records according to agency, state, and federal guidelines.

Administers medications, under physician/provider orders, which may include: antibiotics, narcotic pain medications, vitamins, topical agents, insulin, blood thinners, and allergy medications. Initiates, maintains and discontinues IV therapy; performs mixing of medications according to protocols.

Monitors the patient’s medication needs and response to treatment. Adjusts medication as appropriate within scope of practice and utilizing protocols established by the physician. Performs laboratory procedures and assists the physician/provider with procedures and surgeries using principles of aseptic technique and standard precautions/infection control guidelines.

Assists the physician/provider with procedures and/or surgeries. Performs advanced clinical tasks or skills such as complex wound care, Hickman/port-a-cath/PIC line, central line care, conscious sedation, hyperalimentation, venipuncture, etc., with demonstrated competency and under clinical supervision.

Coordinates the discharge planning process by utilizing the interdisciplinary approach with the patient/family, physician, social worker, and other staff members as appropriate. Assesses and provides patient education and counseling to the patient, family, and/or significant others.

Completes routine maintenance and quality monitoring of equipment using appropriate technique when cleaning, sterilizing and caring for instruments and other equipment.

Participates in professional activities which contribute to personal professional development and collaborates with health care team to share knowledge and skills.

Must be able to demonstrate knowledge and skills necessary to provide care appropriate to the age of the patients served. Must demonstrate knowledge of the principles of growth and development over the life span and possess the ability to assess data reflective of the patient’s status and interpret the appropriate information needed to identify each patient’s requirements relative to his/her age-specific needs, and to provide the care needed as described in the department’s policies and procedures. Age-specific information is developed further in the departmental job standards.

Licensure, Registration and/or Certification Required:

Printed: 2/8/2016
Profile Title: Registered Nurse New Lic  
Job Code(s): 110093  
Job Title(s): Registered Nurse New Lic  
FLSA Status: Nonexempt

Registered Nurse license issued by the state in which the caregiver practices, and 
Basic Life Support (BLS) for Healthcare Providers certification issued by the American Heart Association (AHA), 
May obtain within 6 months based on department discretion.

Education Required:
Associate's Degree in Nursing,

Experience Required:
No experience required

Knowledge, Skills & Abilities Required:
Proficient computer skills including keyboarding, navigation within a windows operating system, use of electronic mail and electronic medical records systems,
Excellent communication (written and verbal), listening and interpersonal skills.
Demonstrates human relation skills with the ability to develop rapport and maintain positive, professional relationships with a variety of patients, staff and physicians,
Good organization, prioritization and problem solving skills,
Demonstrates an ability to multi-task and prioritize with frequent interruptions,
Demonstrates coordination, collaboration and team building skills,
Must meet the 'Competent Characteristics of Practice' as defined by the "Aurora Nursing Professional Advancement Model (ANPAM),

Physical Requirements and Working Conditions:
Must be able to sit, stand, walk, lift, squat, bend, reach above shoulders, and twist frequently throughout the workday.

Must be able to:
lift up to 50 lbs, from floor to waist,
lift up to 20 lbs, over the head,
carry up to 40 lbs, a reasonable distance.

Must be able to:
push/pull with 30 lbs. of force,
perform a sliding transfer of 150 lbs, with a second person present.

Position requires use of foot pedals on carts or machines,

May be exposed to chemical and hazardous waste as well as blood and body fluids and communicable disease. 
Therefore, protective clothing and equipment must be worn as necessary.

Must have functional speech, vision, hearing, and touch with ability to use fine hand manipulation skills for IV insertion and other procedures/functions.

Operates all equipment necessary to perform the job.
This job description indicates the general nature and level of work expected of the incumbent. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities required of the incumbent. Incumbent may be required to perform other related duties.
Mercy Health System Affiliation Agreement

Student Training Agreement
by and between
Mercy Health System Corporation and
Aurora University

This Student Training Agreement (this “Agreement”) is made effective as of the last date signed below (the “Effective Date”), and is executed by and between Mercy Health System Corporation, a Wisconsin not-for-profit corporation (“Mercy”) and Aurora University (hereafter “School”).

This Agreement is made with reference to the following facts:

A. School provides and conducts for students an approved educational program, the School of Nursing Program (the “Program”), which may require actual clinical experience in an acute care setting in order to acquire technical skill (hereafter referred to as the “Internship Experience”).

B. Mercy is the owner and operator of an integrated healthcare system, headquartered in Janesville, Wisconsin with additional facilities located in various parts of southern Wisconsin and northern Illinois.

C. School desires to assure clinical experience for a student (or students) of School’s Program (referred to individually as “Student” or collectively as “Students”).

D. Mercy is willing to receive and accept Student(s) of School at its facilities in order that Student(s) may receive the clinical experience required by the School, all upon the terms and conditions and subject to the limitations set forth in this Agreement.

Now therefore, it is agreed between the parties as follows:

1. Responsibilities of School:

   1.1 Program under Jurisdiction of School. Subject to the terms of Section 6 of this Agreement, it is understood that the Program conducted pursuant to this Agreement is an education program of School and not Mercy, and that Students participating in the Program shall be under the exclusive jurisdiction of the School. Notwithstanding the foregoing, the time, place and subject matter of all educational activities hereunder, including plans therefore, shall be subject to the approval of Mercy, and School hereby assumes responsibility for ensuring that Students observe the rules and regulations of Mercy and that nothing is done which might prove detrimental to Mercy or its patients. School’s responsibilities are more specifically detailed as follows:

      (a) Designate a faculty member (“Faculty Member”) who shall be responsible for planning, implementation and supervision of the clinical portion of the Student’s experience at Mercy.

      (b) Notify Mercy in advance of the planned Internship Experience, to include area, date of arrival and name of the Student. This schedule shall be subject to the Mercy’s approval.
(c) Use all reasonable efforts to ensure Student’s compliance with Mercy’s policies and procedures, rules and regulations, including preservation of confidentiality with respect to all confidential information acquired in the course of the Internship Experience.

(d) Provide a copy of the performance objectives for the Internship Experience and the assurance that the Student assigned is academically prepared to meet such objectives.

(e) Consult with Mercy’s representative with respect to a Student evaluation process pertaining to the Internship Experience.

(f) Ensure that any Student assigned to Mercy, prior to any participation in any clinical experience, has received training in blood and body fluid universal precautions consistent with the U.S. Centers for Disease Control and Prevention Guidelines. School shall provide documentation of such training to Mercy. Where applicable, the School shall also provide evidence that student has met all requirements of CPR certification; hepatitis B vaccination; and OSHA compliance for prevention of transmission of blood borne pathogens and TB; and any other health, safety, or certification requirement that Mercy reasonably establishes.

(g) Recommend that Student maintains medical insurance and notify Students of their financial responsibility for any and all personal medical care they seek or receive at Mercy or from Mercy employed or contracted providers.

(h) The parties recognize that although Mercy is the regulated entity under the Wisconsin Caregiver Law, (sections 48.685 and 50.065 of the Wisconsin Statutes), School agrees to conduct criminal background checks for those Students who will participate in a clinical education program with Mercy. School agrees to provide Mercy with completed copies of forms used for requesting background checks for each Student applying for a clinical or field placement with Mercy. In the event that School performs the background check at the request of Mercy, School agrees to provide to Mercy the results of the background check after it obtains such results but no later than prior to the start of clinical training. Mercy shall make the final determination as to whether a Student may have regular, direct contract with Mercy’s patients but Mercy agrees to inform Faculty Member prior to barring any such Student from such contact.

(i) Maintain evidence of the insurance required by Section 7 of this Agreement and require that Students maintain evidence of insurance, if applicable.

(j) Inform Student, prior to the Student’s participation in the Program at Mercy, of the Student’s responsibilities as set forth in this Agreement.

(k) Ensure that Student has signed Exhibit “A” Confidentiality and Security Agreement and Exhibit “B” outlining his/her responsibilities prior to and during his/her Internship Experience at Mercy.
1.2 **Confidentiality.** School acknowledges that its Students and/or participating faculty may be exposed to information concerning Mercy, including, without limitation, patient, business, marketing and financial information ("Confidential Information"). During the term of this Agreement and for so long thereafter as any Confidential Information Mercy provides to School may remain confidential, secret or otherwise wholly or partly protectable, School agrees to instruct Students to hold as confidential any Confidential Information acquired while engaged in clinical or other educational experiences and to not use or disclose, for its benefit or the benefit of others, or to allow others to do so, any Confidential Information of Mercy unless previously authorized in writing by Mercy.

1.3 **Exclusion from Federal Health Care Programs.** School hereby represents and warrants that School is not and at no time has been excluded from participation in any federally funded health care programs, including Medicare and Medicaid. This representation includes the faculty, employees and Students of School who will participate in the clinical program pursuant to the Agreement. School hereby agrees to immediately notify Mercy if it or any of its participating faculty, employees or students are threatened or excluded from any federally funded health care program, including Medicare and Medicaid. In the event that School or any of its participating faculty, employees or Students are excluded from participation in any federally funded health care program during the term of the Agreement, or if at any time after the effective date of the Agreement it is determined that School is in breach of this requirement, Mercy, at its sole option, may terminate the Agreement as of the effective date of such exclusion or breach.

1.4 **No Compensation.** The Program conducted hereunder shall be conducted without the payment of any monetary consideration by School or Mercy to the other, or by or to any Student participating in the Program.

2. **Responsibilities of Mercy:**

2.1 Mercy shall:

(a) Have the sole discretion to determine its capacity to accept Students.

(b) Designate a Mercy employee who shall consult with the School’s Faculty Member for the purpose of implementing the Program at Mercy including periodic evaluation of each Student’s performance at Mercy.

(c) Provide opportunities to Student to enable him/her to acquire clinical experience within the Student’s educational preparation and qualifications as required by Program. However, Mercy makes no representation that participation in the clinical assignments will qualify student(s) for licensure or certification.

(d) Permit designated Mercy personnel to participate with the faculty of School in the instruction of Student at Mercy; however, this shall not interfere with the service commitments of Mercy personnel.
(e) Provide training to Students on applicable Mercy policies, including, but not limited to HIPAA Privacy and Security Policies.

(f) Provide non-exclusive access to emergency or urgent medical care, billed to the student or his/her insurance carrier, lunch room/break room, and areas where groups of students may hold discussions and receive clinical instruction.

3. Student’s Responsibilities:

3.1 Education Primary Responsibility. It is understood and agreed that Student assigned to Mercy pursuant to this Agreement is assigned primarily for purposes of education and training, and at no time shall replace Mercy personnel in the provision of patient services. School shall ensure that Student, prior to participating in the Program, completes the following requirements:

(a) Complete training in universal precautions for handling blood and body fluids consistent with U.S. Centers for Disease Control and Prevention guidelines.

(b) Ensure that Students are informed that they must meet Mercy’s minimum health screening requirements prior to beginning their educational experience at Mercy and provide Mercy with proof that such health screening requirements have been met.

(c) Execute and transmit to Mercy a Confidentiality and Security Statement in the form attached hereto, marked Exhibit A; and Declaration of Responsibilities marked Exhibit B.

3.2 Conformity to Mercy Policies. Student shall conform to all applicable Mercy policies, procedures, and regulations while participating in educational activities at Mercy.

3.3 Lodging/Transportation. Student shall be responsible for his or her own support, maintenance and living quarters while participating in the Program and for transportation to and from Mercy.

4. Status of Students:

Students are not employees of Mercy and therefore are ineligible to receive Workers’ Compensation or Unemployment Compensation benefits from Mercy. Students will have the status of learners and will not replace staff of Mercy or provide service to patients apart from its educational value.

5. Independent Contractors:

School and Mercy are independent contractors engaged in the operation of their own respective businesses. Neither party is, or is to be considered the agent or employee of the other party for any purpose. Neither party has authority to enter into contracts or assume any obligations for or
on behalf of the other party or to make any warranties or representations for or on behalf of the other party. This affiliation is non-exclusive.

6. **Termination of Student:**

Notwithstanding anything in this Agreement to the contrary, Mercy may suspend the right of any Student participating under the terms of this Agreement to access the clinical portion of the Program at Mercy if, in the sole judgment and discretion of Mercy, the conduct or attitude of the Student threatens the health, safety, or welfare of any patient at Mercy or the confidentiality of any information relating to a patient. This action shall be taken by Mercy only on a temporary basis until Mercy has consulted with representatives of School. The consultation shall include an attempt to resolve the suspension, but the final decision regarding the Student's continued participation in the clinical portion of the Program at Mercy is vested in Mercy. The procedures referred to in this Section 6 are separate from any procedures of School relating to the Student's continued participation in Program at School.

7. **Insurance:**

7.1 **Insurance.** School and Mercy shall purchase and maintain in full force and effect during the full term of this Agreement the following insurance or equivalent program of self-insurance:

(a) Commercial or general liability insurance with a combined single limit each occurrence for bodily injury and property damage not less than $1,000,000, with an annual aggregate limit not less than $3,000,000.

(b) School shall secure and maintain, for each Student participating in the Internship Experience at Mercy, as well as for each faculty, employee or agent participating in the Internship Experience at Mercy, professional liability insurance or equivalent self-insurance in amounts of not less than $1,000,000 per occurrence and $3,000,000 in the aggregate. Said insurance shall be maintained in effect so long as the Student remains a participant in the Internship Experience. If School does not secure insurance or equivalent self-insurance for Students, School shall require that Students maintain their own insurance in the same amounts as those required of School herein, and School shall obtain evidence of such insurance coverage from Student prior to Student's participation in the Internship Experience.

(c) Mercy shall maintain insurance coverage or self-insurance for its physicians and employees in the minimum amounts required under applicable state law (currently $1,000,000/$3,000,000 in Wisconsin in conjunction with participation in the Wisconsin Insured Patients and Families Compensation Fund).

7.2 **Continuous Coverage.** Such insurance shall be on occurrence or claims made form. If such insurance is on a claims made form, all acts and omissions of School, its Students (if applicable), faculty, employees and agents shall be, during the term of this Agreement, "continually covered" notwithstanding the term of the Agreement or the provisions of this Agreement allowing School to purchase claims made coverage. In order for the acts and
omissions of School to be "continually covered" there must be insurance coverage for the entire period commencing with the effective date of this Agreement and ending on the date that is at a minimum four (4) years (unless Internship Experience involves pediatric patients, in which case the ending date shall be at a minimum ten (10) years) after the final termination date of this Agreement including any extensions or renewals thereof. Claims made coverage shall have a retroactive date at least concurrent with the effective date of this Agreement. If such claims made coverage is cancelled or terminated or not renewed for any reason, School shall purchase either a four (4) year Extended Reporting (tail) coverage applicable to all claims arising during the term of this Agreement including renewals and extensions thereof (or a ten (10) year Extended Reporting (tail) coverage if Internship Experience involves pediatric patients) or nose coverage with a retroactive date at least concurrent with the effective date of this Agreement.

7.3 Insurance Company. All required insurance shall be placed with an insurance company or companies licensed to do business in the states in which the School and Mercy, its subsidiaries and affiliates do business.

7.4 Primary Insurance. Mercy and School agree that such policies are primary insurance and shall not contribute to or be excess of any other insurance or self insurance available to the insureds, with respect to any claims arising out of this Agreement.

7.5 Certificates of Insurance/Evidence of Protection. Prior to the commencement of this Agreement, the School shall furnish to Mercy certificates of insurance or evidence of protection evidencing the required insurance coverage. The School shall provide Mercy thirty (30) days written notice upon the cancellation, suspension, termination or modification of such insurance.

7.6 Mandatory Insurance. The insurance requirements under this section are mandatory. Failure of either party to request certificates of insurance shall not constitute a waiver of either party’s obligations and requirements to maintain the coverage specified in this section.

8. Indemnification:

8.1 School. School shall defend, indemnify and hold harmless Mercy, its directors, officers, employees and agents from and against any and all liabilities, claims, damages, losses, expenses (including reasonable attorneys’ fees and other costs of defense), or claims for injuries or damages arising out of the performance of this Agreement for liability, resulting from or attributable to the negligent acts or omissions of School, its directors, officers, faculty, students, employees and agents while engaged in the activities contemplated under this Agreement. School’s obligation hereunder shall survive the termination or expiration of this Agreement.

8.2 Mercy. Mercy agrees to defend, hold harmless and indemnify School, its directors, officers, faculty, students, employees and agents from and against any and all liabilities, claims, damages, losses, expenses (including reasonable attorneys’ fees and other costs of defense), or claims for injuries or damages resulting from or attributable to the negligent acts, errors or omissions of Mercy, its directors, officers, employees and agents while engaged in
the activities contemplated under this Agreement. Mercy’s obligation hereunder shall survive
the termination or expiration of this Agreement.

9. **Prohibition against Discrimination:**

Mercy, School or Student participating in the Program shall not discriminate against any person
because of race, color, creed, age, national origin, sex, marital status, or veteran’s status as
provided by law. In addition, Mercy, School, or Student shall not discriminate against any
person because of handicap under Section 504 of the federal Rehabilitation Act of 1973 or
disability under the Americans with Disabilities Act of 1990.

10. **Term and Termination:**

The term of the Agreement shall be for one (1) year. The Agreement shall automatically renew
for successive one (1) year terms unless either party notifies the other, at least thirty (30) days
prior to the end of the initial term or any renewal term, of its intent not to renew. Either party
may terminate this Agreement upon thirty (30) days prior written notice to the other party.
Students of School then enrolled in or scheduled for clinical rotation at a Mercy site shall have
the opportunity to complete their educational experience provided that the applicable Student and
School are in full compliance with the provisions of this Agreement.

11. **General Provisions:**

11.1 **Governing Law.** The Agreement shall be governed by and construed and
enforced in accordance with the laws of the State of Wisconsin without regard to Wisconsin’s
choice of law rules.

11.2 **Counterparts.** This Agreement may be executed in several counterparts,
including electronic and facsimile form, each of which so executed shall constitute one and the
same instrument.

11.3 **Modification and Amendments.** The terms and provisions of this Agreement
may only be modified or amended by mutual consent of the parties to this Agreement via a
written document executed by duly authorized officials of Mercy and School.

11.4 **Severability of Terms.** If any provision of this Agreement shall be deemed
invalid or unenforceable by a court of appropriate jurisdiction, then such unenforceable or
invalid provision shall be deemed to be deleted from this Agreement. All remaining provisions
of the Agreement shall be deemed to be in full force and effect.

11.5 **Entire Agreement.** This Agreement and Exhibits attached hereto constitute the
entire Agreement between the parties pertaining to the subject matter contained in it and
supersedes all prior and contemporaneous agreements and no other representations or
understandings of the parties shall be binding unless executed in writing by all the parties. No
waiver of any of the provisions of this Agreement shall be deemed, or shall constitute, a waiver
of any other provision, whether or not similar, nor shall any waiver constitute a continuing waiver.

11.6 Family Educational Rights and Privacy Act ("FERPA"). The parties acknowledge that certain Student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), and that Student permission must be obtained before releasing specific Student data to anyone other than School, and the parties agree to comply with FERPA and other applicable privacy laws.

11.7 Use of Mercy Marks. School will not use Mercy's service marks, trademarks, or trade or corporate names without the prior written consent of Mercy, including, without limitation, use within any advertising, marketing materials, or publicity release of School.

12. Notice:

Notices permitted or required under the Agreement shall be mailed by certified mail, postage prepaid, and addressed as follows:

If to Mercy: Mercy Health System Corporation
1000 Mineral Point Avenue
Janesville, Wisconsin 53548
Attn: Sue Ripsch, Vice President

Copy to: Mercy Health System Corporation
1000 Mineral Point Avenue
Janesville, Wisconsin 53548
Attn: General Counsel

If to School: Aurora University
347 South Gladstone Avenue
Aurora, IL 60506
Attn: Barbara Lockwood

SIGNATURES

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed and do each hereby warrant and represent that their respective signatory whose signature appears below has been and is on the date of this Agreement duly authorized by all necessary and appropriate corporate action to execute this Agreement.

Mercy Health System Corporation
Signed: [Signature]
Name: Sue Ripsch
Title: Vice President
Date: 9/15/15

Aurora University
Signed: [Signature]
Name: Brenda Shootrom
Title: VP for Finance
Date: 9/15/15
Exhibit A
MERCY HEALTH SYSTEM CORPORATION
Confidentiality & Security Acknowledgement

Definition: These provisions apply to all “confidential information” created or obtained during the course of employment, volunteer work, or student activities at Mercy Health System. “Confidential information” means the following:

- Patient information (e.g. medical records, patient-related financial information, any other information relating to patient diagnoses, procedures, or treatments);
- Financial information (e.g. information related to planning, billing, budget, cost, prices, and/or profit/loss);
- Business decisions, plans, forecasts, trade secrets, or other proprietary information;
- Marketing, technical, or legal materials that have not been officially released to the public;
- Computer software, reports, manuals, or online documentation;
- Operational procedures, bulletins or manuals;
- Personnel or employment concerning others;
- Mercy Health System related work product of self or others;
- All other information that may reasonably be regarded as confidential.

Provisions:
1. I will not disclose confidential information to any unauthorized individual or entity.
2. I will not review or copy information (paper, microfiche/film, computer, or other media) for which I have no authorization. I understand that release of patient information of any kind is dictated by policy. Authorization to review/copy medical records must be pursuant to law and by written consent from a patient or authority. For example, the law and Mercy Health System policy allow access to medical records to care for patients or to process records. Mercy Health System will authorize access to other types of confidential information only on a need-to-know basis.
3. I will not remove confidential information from the facility except as authorized. This includes information that may identify the patient, physician, treatment or diagnostic facility.
4. I will not discuss in any manner, with any unauthorized person, information that would lead to identification of individuals described in confidential files or data. I will ensure confidentiality by using appropriate conduct and discretion when discussing confidential issues, and by discussing issues in discrete and appropriate locations.
5. I understand that as part of my employment or association with Mercy Health System, I may be required to use computer systems to perform my job duties. If this is required, I understand that the assigned user ID and password will be a unique code that identifies me on the computer system. All online entries may reference my identity. I will be responsible for all such entries.
6. I will maintain the confidentiality of passwords by not revealing my password to others or attempting to discover other user passwords. If at any time, I believe that the confidentiality of any password is compromised. I will arrange to have the password changed, and will contact the Information Systems Department.
7. I understand that computer resources are to be used for business purposes only.
8. I will observe all rules and regulations involving unauthorized access and/or unauthorized disclosure of confidential records or data.

Acknowledgement: I have read this statement and had the opportunity to discuss its provisions. I agree to comply with this agreement as part of the terms of my association with Mercy Health System Corporation. I understand that failure to comply with this agreement may lead to corrective action, up to and including termination of my association. I have received a copy of this agreement.

Print Name ______________________________ Signature ______________________________ Date __________

Department ______________________________ Please check one: ______ Volunteer _______ Student

Original: Human Resources Copy: Employee/Volunteer/Student

*8702176 Revised 10/27/04
Exhibit B

Student Declaration of Responsibilities

I,______________________________, hereby state and agree that:

(Student Name)

1. I am a student enrolled in the __________________ University (hereinafter referred to as “School”) Program (hereinafter referred to as “Program”), and as such I am participating in the School’s clinical experience program (hereinafter referred to as the “Internship Experience”) at Mercy Health System Corporation or one of its affiliated companies (hereinafter referred to as “Mercy”).

2. I agree to provide Mercy with proof of the immunizations and/or health screenings required by Mercy of its employees. I agree to provide documentation of my compliance with the aforementioned requirement to Mercy prior to beginning the Internship Experience.

3. I agree to conform to all applicable Mercy policies, procedures, and regulations.

4. I understand and agree that I am responsible for my own support, maintenance and living quarters while participating in the Internship Experience and that I am responsible for my own transportation to and from the Mercy.

5. I understand and agree that I am responsible for my own medical care needs. I understand that Mercy will provide access to emergency and urgent medical services should the need arise while I am participating in the Internship Experience. However, I understand and agree that I am fully responsible for all costs related to general medical or emergency/urgent care, and that Mercy shall assume no cost or financial liability for providing such care.

6. I understand that Mercy requires as a condition for participation in the Internship Experience that either the School or I secure and maintain malpractice insurance in amounts not less than One Million Dollars ($1,000,000) per claim and Three Million Dollars ($3,000,000) annual aggregate. I understand that if the School does not secure and maintain such insurance, I must do so.

7. I acknowledge that I will not be considered an employee of Mercy nor shall I receive compensation from the Mercy. I further acknowledge that I am neither eligible for nor entitled to workers’ compensation benefits under Mercy’s coverage based upon my participation in Program. I further acknowledge that I will not be provided any benefit plans, health insurance coverage, or medical care by Mercy based upon my participation in this Program.

8. I understand that Mercy may suspend my right to participate in the Program if, in its sole judgment and discretion, my conduct or attitude threatens the health, safety or welfare of any patients, invitees, or employees at Mercy or the confidentiality of any information relating to such persons, either as individuals or collectively.

9. I agree to comply with discrimination regulations and shall not discriminate against any person because of race, color, religion, sex, marital status, national origin, age, physical handicap, or medical condition as provided by law.

10. I understand that I must obtain written authorization from Mercy before publishing any material related to the Internship Experience

I have read the foregoing, and I understand and agree to these terms. I recognize that as consideration for agreeing to said terms Mercy will permit me to participate in the clinical learning experience program at Mercy.

Date: ____________________________

Student Signature

Printed Name of Student

10
Mercy Walworth Medical Center – Form #1004

Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
1400 E. Washington Avenue
Madison, WI 53704-8366
FAX #: (608) 200-2002
Phone #: (608) 206-2112
E-Mail: dops@wisconsin.gov
Website: dops.wisconsin.gov

BOARD OF NURSING
CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA
A. Name of facility: Mercy Walworth Medical Center
   Address: N2950 State Road 67
             Lake Geneva, WI 53147
   Telephone: 262-245-0535

B. Type of facility: □ Hospital  □ Nursing Home  □ Community Health Agency
   □ Other: ____________________________

C. Number of beds at facility: 223

D. Types of patients: Medical/Surgical, ER, OB clinic, Oncology clinic - Adult

E. Administrator of facility: Dr. John Starcher

F. Director of nursing service: Caryn Oleston

G. School(s) of nursing utilizing the facility: Proposed - George Williams College of Aurora University, Pre-Licensure Nursing Program.

II. EXHIBITS (attach to this form)
A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?
   
   ☑ Yes  ❌ No

   Comments: ____________________________________________________________

B. Does the facility agree to cooperate in promoting the nursing school objectives?

   ☑ Yes  ❌ No

   Comments: ____________________________________________________________

C. Are there experiences in the facility available to students to meet clinical objectives?

   ☑ Yes  ❌ No

   Comments: ____________________________________________________________

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)

   ☑ Yes  ❌ No

   Comments: ____________________________________________________________

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)

   ☑ Yes  ❌ No

   Comments: Not applicable

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

George Williams College of Aurora University
Nursing School

Brenda Shostrom
Educational Administrator

Signature
1-630-844-5135

Nursing Program(s) Utilizing Facility/Simulated Setting
Executive Director
Title
Date

Not Applicable

December 20, 2016
bshostrom@aurora.edu

Email Address
Mercy Health System – RN Position Description

MERCY HEALTH SYSTEM
JOB SUMMARY

POSITION TITLE: Registered Nurse HIB
JOB CODE: 754
DEPARTMENT: Nursing Service
FLSA STATUS: Non Exempt
PREPARED BY: Brenda Larsen, Director
PREPARED DATE: 1-31-05
REVISED DATE: 4-2015
SUPERVISED BY: Department Lead, Director

JOB SUMMARY
Provides compassionate, culturally sensitive, holistic nursing care to patients in the hospital setting, supporting the nursing philosophy. May include day, evening, night, weekend, holiday, and or on-call hours.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Utilizes the nursing process and collaboration with interdisciplinary team members in caring for patients.

Administers prescribed medications and treatments in accordance with approved nursing techniques, policies and procedures, standards of care, and State laws/practice act.

Documents according to standards of care and guidelines.

Initiates a patient plan of care according to the individualized needs of the patient, as prescribed by Physician and or hospital policy including patient and family education.

Floats to various units based on identified needs.

Participates in department or unit performance improvement activities.

AGE OF PATIENT POPULATION
Neonate through Geriatric

COMPETENCIES
To perform the job successfully, an individual should demonstrate the following competencies:

Service - Responds promptly to requests for service and assistance  Meets commitments  Abides by MHS confidentiality and security agreement  Shows respect and sensitivity for cultural differences.

Partnering - Supports organization's goal and values  Exhibits objectivity and openness to other's views  Gives and welcomes feedback  Contributes to building a positive team spirit  Generates suggestions for improving work.

Cost - Conserves organization resources.

Problem Solving - Identifies and resolves problems in a timely manner  Gathers and analyzes information  Works well in group problem solving situations  Uses reason even when dealing with emotional topics.

Technical Skills - Assesses own strengths and weaknesses  Pursues training and development opportunities  Strives to continuously build knowledge and skills  Shares expertise with others  Consistently performs essential duties and responsibilities.

Interpersonal Skills - Focuses on resolving conflict, not blaming maintains confidentiality  Listens to others without interrupting  Keeps emotions under control  Remains open to others' ideas and tries new things.

Change Management - Communicates changes effectively.

Delegation - Delegates work assignments, matching the responsibility to the person.

Leadership - Exhibits confidence in self  Inspires and motivates others to perform well  Accepts feedback from others  Gives appropriate recognition to others.

Judgment - Displays willingness to make decisions  Exhibits sound and accurate judgment  Supports and explains reasoning for decisions  Includes appropriate people in decision-making process  Makes timely decisions.

Motivation - Sets and achieves challenging goals  Supports the Culture of Excellence  Demonstrates persistence and overcomes obstacles  Measures self against standard of excellence  Self-directed in daily work routine, remaining productive during work hours.

Planning/Organizing - Uses time efficiently  Sets goals and objectives.

Professionalism - Approaches others in a tactful manner  Reacts well under pressure  Treats others with respect and consideration  Accepts responsibility for own actions.

Safety and Security - Observes safety and security procedures  Determines appropriate action beyond guidelines  Reports potentially unsafe conditions  Uses equipment and materials properly  Utilizes appropriate equipment for partner patient safety, such as lifts and gait belts.
Adaptability - Adapts to changes in the work environment.

Attendance/Punctuality - Is consistently at work and on time, ready to accept assignment.

Dependability - Follows instructions, responds to leadership direction Takes responsibility for own actions Completes tasks on time or notifies appropriate person with an alternate plan.

Initiative - Undertakes self-development activities Looks for and takes advantage of opportunities Asks for and offers help when needed Seeks out educational opportunities.

EDUCATION, TRAINING, & EXPERIENCE
Graduate of an accredited nursing program. BSN or upon hire BSN completion agreement for enrollment in an accredited BSN Completion Program.

CERTIFICATION/LICENSURE
Licensed as an RN in the State of Wisconsin HCP CPR Certification Other certifications per unit requirements ACLS, PALS, NALS

ADDITIONAL REQUIREMENTS
Passing the Driver’s License Check and/or Credit Check (for those positions requiring) Passing the WI Caregiver Background Check and or Illinois Health Care Workers Background Check. Must be able to follow written oral instructions.

WORK ENVIRONMENT
The noise level in the work environment is usually moderate. Occupational exposure is a Category A, which states all employees in the specified ob classification have occupational exposure.

INFORMATION ACCESS
Partner may access patient care information needed to perform ob duties.

WORK CONTACT GROUP
Patients, Families, Physicians, Health Care Team Members, Community

SPECIAL PHYSICAL DEMANDS
While performing the duties of this Job, the employee is regularly required to talk or hear. The employee is frequently required to stand walk use hands to finger, handle, or feel and reach with hands and arms. The employee is occasionally required to sit stoop, kneel, crouch, or smell. The employee must regularly lift and or move up to 25 pounds and occasionally lift and or move up to 50 pounds. Specific vision abilities required by this ob include close vision, distance vision, color vision, peripheral vision, and depth perception. These Special Physical Demands and considered Essential Job Functions of the position with or without accommodations.
SUPERVISES
Supervises nursing support staff as appropriate. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include training employees, planning, assigning, and directing work, appraising performance, addressing complaints and resolving problems.

Computer Skills
To perform this job successfully, basic computer knowledge is beneficial.
Inspiration Ministries Affiliation Agreement

AFFILIATION AGREEMENT

THIS AGREEMENT (the “Agreement”) is entered into this 15th day of October 2016, by and between Inspiration Ministries (“the Facility”) and Aurora University (“the School”).

WHEREAS, the School desires to utilize various Facility sites (Exhibit A) that may be available for the purpose of providing practical learning and clinical experiences as listed in Exhibit B in connection with students of the School.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. Provision of foundational curriculum to students. The School shall have the total responsibility for planning and determining the adequacy of the practical learning and clinical educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the School’s curriculum.

2. Insurance.

   A. Student professional and general liability insurance.

   (i) Other Colleges and Universities

   School shall (a) maintain professional liability insurance, which may be self-insured, covering students, or (b) require students participating in the practicum to maintain a personal student professional liability insurance policy. Such policy shall have limits for professional liability insurance of not less than One Million Dollars ($1,000,000.00) per occurrence or claim and Three Million Dollars ($3,000,000.00) in the aggregate; and general liability coverage of at least One Million Dollars ($1,000,000) per occurrence or claim and Two Million Dollars ($2,000,000) in the aggregate covering the acts of such student while participating in the program. Such insurance coverage must be placed with an insurance carrier acceptable to the Facility. School shall provide proof of coverage to the Facility by providing certificates of insurance evidencing coverage prior to student participation in the practical learning and clinical educational experience. In the event required insurance coverage is not provided or is canceled, the Facility may terminate the placement of the student(s).

   (ii) State Colleges and Universities located in Illinois

   If the School is a state college or university located within Illinois, the School shall (a) maintain professional liability insurance, which may be self-insured, covering students, or (b) require students participating in the practical learning and clinical educational experience to maintain a personal student professional liability insurance policy. Such professional liability insurance policy shall have limits of not less than One Million Dollars ($1,000,000.00) per occurrence or claim and Three Million Dollars ($3,000,000.00) in the aggregate covering the acts of such student while participating in
the program at the Facility. School shall provide proof of coverage to the Facility by
providing certificates of insurance evidencing coverage prior to student participation in
the practical learning and clinical educational experience.

(a) Where Worker’s Compensation or other obligation for payment of benefits
may arise, this Agreement shall neither enlarge nor diminish such obligation.

(b) In the event required insurance coverage is not provided or is canceled, the
Facility may terminate the placement of the student(s).

B. Student Health Insurance. School shall require students participating in the
practical learning and clinical educational experience to maintain comprehensive health
insurance. In the event required insurance coverage is not provided or is canceled, the
Facility may terminate the placement of the student(s).

C. Facility Insurance. Facility shall maintain during this Agreement
professional liability insurance in amounts not less than One Million Dollars
($1,000,000.00) per occurrence or claim and Three Million Dollars ($3,000,000.00) in
the aggregate, and general liability insurance in amounts not less than One Million
Dollars ($1,000,000) per occurrence or claim and Two Million Dollars ($2,000,000) in
the aggregate. Further, Facility shall maintain workers compensation insurance in
amounts not less than that required by statute. Facility may be self-insured.

3. Designation of liaison to Facility; communications relating to clinical placements.
The School will designate a faculty or other professional staff member to coordinate and
act as its liaison to the Facility. The assignments to be undertaken by the students
participating in the practical learning and clinical experience will be mutually arranged
and a regular exchange of information will be maintained by on-site visits when practical,
and by letter or telephone in other instances.

The School shall notify the Facility in writing of any change or proposed change of the
person(s) responsible for coordinating clinical placements with the Facility.

4. Evidence of student certifications, vaccinations, etc. As required by the facility, the
School shall provide evidence that each student has met all requirements, which may
include, but are not limited to, CPR certification, proof of absence of TB, hepatitis B
vaccination, Tdap vaccination, annual flu vaccination, and OSHA compliance for
prevention of transmission of blood borne pathogens and TB and general HIPAA
training. Facility may update these requirements upon written notice to School. Any
student not meeting applicable requirements shall not be eligible to participate in a
clinical rotation.

5. Criminal background check and drug screen compliance. Where applicable, a
criminal background check and a drug screen, as required by and acceptable to the
Facility, are required of each placed student prior to participation in the practical learning
and clinical educational experience. It is the School’s responsibility to ensure that the
background check and drug screening have been completed and that students with
unacceptable results will not participate at sites where students with such results are
forbidden by Facility’s policy.
6. **School notices to students.** The School shall notify each student prior to his/her arrival at the Facility that he/she is required to:

   (a) Follow the administrative policies, standards, and practices of the Facility.

   (b) Obtain medical care at his/her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

   (c) Provide his/her own transportation and living arrangements.

   (d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

   (e) Conform to the standards and practices established by the School while functioning at the Facility.

   (f) Obtain prior written approval of the Facility and the School before publishing any material relating to the practical learning and clinical educational experience.

   (g) Meet the personal, ethical and professional standards required of employees of the Facility and consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

7. **Accreditation.** As required by Facility, School represents that it is and, for the term of this Agreement, will be (a) approved by the Illinois Board of Higher Education, or similar body for the state in which the School is located, and (b) accredited by an accrediting body that is recognized by Council for Higher Education Accreditation or the U.S. Department of Education. School will provide Facility with copies of all accreditations upon request. In the event accreditation is lost, suspended, or otherwise restricted, School shall notify Facility, in writing, within three (3) business days. Facility may, at its sole discretion, suspend or terminate this Agreement if School fails to maintain its accreditation.

**B. FACILITY RESPONSIBILITIES:**

1. **Provision of facilities for supervised clinical experiences.** Subject to the ability of Facility to accommodate School’s request, which Facility shall determine in its sole discretion, the Facility agrees to make the appropriate facilities available to the School in order to provide supervised practical learning and clinical educational experiences to students. Such facilities shall include an environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Facility shall provide faculty and students with an orientation to Facility, including HIPAA training.

2. **Facility rules applicable to students during clinical assignments.** Students are to remain subject to the authority, policies, and regulations imposed by the School and, during periods of practical learning and clinical educational experience, students will be
subject to all rules and regulations of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility.

3. **Patient care.** While at the Facility, students are not to replace the Facility staff, and are not to render service except as identified for educational value and delineated in the jointly planned practical learning and clinical educational experiences. Any such direct contact between a student and a patient shall be under the proximate supervision of a member of the staff of the Facility. The Facility shall at all times remain responsible for patient care.

4. **Emergency treatment of students.** Emergency outpatient treatment will be available to students while in the hospital for practical learning and clinical educational experience in case of accident or illness. In case of emergency at a non-hospital site, standard procedure will be followed. It is the student’s responsibility to bear the cost of the emergency treatment.

5. **Designation of liaison to School; communications relating to** practical learning and clinical educational experiences. The Facility shall designate a liaison responsible for coordinating the practical learning and clinical educational experience. That person shall maintain contact with the School’s designated liaison person to assure mutual participation in and surveillance of the practical learning and clinical educational experience. The Facility shall notify the School in writing of any change or proposed change of the person(s) responsible for coordinating the practical learning and clinical educational experience.

6. **Identity and credentials of Facility supervising personnel.** The Facility shall designate and submit in writing to the School, the name and professional and academic credentials of the individual(s) overseeing student(s) experiences.

7. **School tour of Facility.** The Facility shall, on reasonable request and subject to legal restrictions regarding patient health information, permit a tour of its clinical facilities and services available and other items pertaining to practical learning and clinical educational experiences, by representatives of the School and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

8. **Provision of relevant Facility policies.** The Facility shall provide the student(s) and the School the Facility’s administrative policies, standards and practices relevant to the practical learning and clinical educational experience.

9. **FERPA compliance.** The Facility shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the School’s students who train at the Facility pursuant to this agreement.

C. OTHER RESPONSIBILITIES:

1. **Compliance with patient privacy laws.** The School agrees to abide by and require that its faculty and students abide by all applicable state and federal laws, rules and
regulations regarding patient privacy, including but not limited to, the Standards for Privacy of Individually Identifiable Health Information as required under the Health Insurance Portability and Accountability Act (HIPAA). Students shall be required to comply with the Facility’s policies and procedures regarding the confidentiality of patient information and the use of all such information. The parties will notify one another if there are known breaches of this confidentiality. Further, School shall require that students and faculty de-identify all documents created and/or utilized for educational purposes outside of Facility. This shall include, at a minimum, removal of patient name, date of birth, address, medical record number, insurance information, social security number and other personal information that could be used to identify a patient.

2. Determination of instructional period. The course of the practical learning and clinical educational experience will cover a period of time as arranged between the School and the Facility. The beginning dates and length of experience shall be mutually agreed upon by the School and the Facility.

3. Determination of number of participating students. The number of students eligible to participate in the practical learning and clinical educational experience will be determined and may be changed by mutual agreement of the parties. Notwithstanding the foregoing, the Facility and the School agree and understand that the availability of practical learning and clinical educational experiences at Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, Facility may reduce the number of students eligible to participate in the practical learning and clinical educational experience with prior notice to the School and adequate time for the School to reallocate the student(s) to another clinical site. The Facility agrees further to accommodate students of the School who are similarly displaced from other clinical affiliates of the School to the extent that clinical space is available at the Facility.

4. Evaluation of students’ clinical experiences. Evaluation of the practical learning and clinical educational experiences of the students will be accomplished jointly by the School and the Facility. Appropriate School and the Facility staff will communicate on a regular basis for the purpose of reviewing and evaluating current practical learning and clinical educational experiences offered to students.

5. Removal of students.

(a) The School has the right to remove a student from a practical learning and clinical educational experience. The School shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a practical learning and clinical educational experience from the Facility’s premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its patients, staff members, visitors, or operations. In such event, the Facility shall notify the School in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the School in writing of the reasons for the removal and shall consult with the School before removing the student.
D. TERM OF AGREEMENT:
The term of this Agreement shall be for three (3) years, to commence on October 1, 2016 and terminate on September 30, 2019
Thereafter, this Agreement shall automatically renew for an additional one (1) year terms unless terminated as set forth herein. Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the practical learning and clinical educational experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. Stipulations as to liability. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. Qualifications of School faculty. The School represents that relevant faculty members are appropriately qualified, certified and/or licensed. The School will provide the Facility with copies of evidence of qualifications, certifications or licensures, upon request.

3. Assignment of Agreement. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. Excluded Providers. Each party represents that neither it nor any of its employees and agents is excluded as a provider under Medicare or Medicaid or under any other federal or state health care program.

5. Severability. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue to be valid and enforceable to the fullest extent permitted by law.

6. Non-Discrimination. The parties hereto shall abide by the requirements of Executive Order 11246, 42 U.S.C. Section 2000d and the regulations thereto, as may be amended from time to time, the Illinois Human Rights Act, and the Rules and Regulations of the Illinois Department of Human Rights. There shall be no unlawful discrimination or treatment because of race, color, religion, sex, national origin, age, order of protection status, marital status, ancestry, military status, unfavorable discharge from military service, sexual orientation or physical or mental disability in the employment, training, or promotion of students or personnel engaged in the performance of this Agreement.
7. **Employment status.** No student, School employee or agent of School under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student, School employee or agent be entitled to any fringe benefits, Worker's Compensation, disability benefits or other rights normally afforded to employees of the Facility.

8. **Notice to Parties.** Any notice, demand or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the School, by notifying the Facility, and in the case of the Facility, by notifying the School:

If to the Facility:

![Address Image]

Attention: Renee Weiss
Email: rweiss@inspireministries.org
Telephone: (262) 275-6131

With a Copy to:

Facility Legal Counsel at:

Attention:
Facsimile: (___)

If to the School:

Aurora University
347 S. Gladstone Avenue
Aurora, IL 60506
Attention: Vice President of Finance
Facsimile: 630-844-3777

Program in Nursing
347 S. Gladstone Avenue
Aurora, IL 60506
Attention: Brenda Shostrom, PhD, RN
Facsimile: 630-844-7822
Telephone: 630-844-5135
With a Copy to:

The School Legal Counsel at:
N/A

Attention: __________________________
Facsimile: (____) ____________________

or to such other addresses as the parties may specify in writing from time to time.

9. **Governing Law.** This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

10. **Counterparts.** This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

11. **No Third-Party Beneficiaries.** This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns, executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

12. **Agreement binding on parties successors and assigns.** This Agreement shall be binding upon the School and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

13. **Captions for reference only.** The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

14. **Entire Agreement.** This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.
IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:  
**Inspiration Ministries**
Facility Name

\[Signature\]
Printed Name: **Craig Pape**
Title: **Executive Director**
Date: **10/14/16**

**Aurora University**
School Name

\[Signature\]
Printed Name: **Sharon W. Maxwell**
Title: **Vice President of Finance**
Date: **10/10/16**

**School of Nursing**
(Program Name)

\[Signature\]
Printed Name: **Brenda Shostrom, PhD, RN**
Title: **Executive Director**
Date: **9/27/16**
EXHIBIT A

NAME/LOCATION OF FACILITY SITES

Inspiration Ministries
N2270 Wi-67
Walworth, WI 53184
EXHIBIT B

NAMES OF PROGRAMS

Pre-Licensure BSN Program
Inspiration Ministries – Form #1004

Wisconsin Department of Safety and Professional Services

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

A. Name of facility: Inspiration Ministries
   Address: N2270 WI 67
             Walworth, WI 53184
   Telephone: 262-275-6131

B. Type of facility: 
   □ Hospital         □ Nursing Home         □ Community Health Agency
   ☑ Residential care facility

C. Number of beds at facility: 60

D. Type of patient: Adult with disabilities

E. Administrator of facility: Craig Pape

F. Director of nursing service: Renee Weiss

G. School(s) of nursing utilizing the facility: Proposed - George Williams College of
   Aurora University, Pre-Licensure Nursing Program.

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? □ Yes □ No
   Comments: ____________________________________________________________

B. Does the facility agree to cooperate in promoting the nursing school objectives? □ Yes □ No
   Comments: ____________________________________________________________

C. Are there experiences in the facility available to students to meet clinical objectives? □ Yes □ No
   Comments: ____________________________________________________________

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.) □ Yes □ No
   Comments: ____________________________________________________________

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.) □ Yes □ No
   Comments: ____________________________________________________________

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

George Williams College of Aurora University
Nursing School

Brenda Shostrom
Educational Administrator

Signature: __________________________
1-630-844-5136
Telephone Number

Not Applicable
Nursing Program(s) Utilizing Facility/Simulated Setting

Executive Director
Title

Date: December 20, 2016

bshostrom@aurora.edu
Email Address
Inspiration Ministries – LPN Position Description

Job Title: Ministry LPN

Reports to: Director of Nursing

Brief Summary of Position: The Ministry LPN is a person who has experience in long-term care and the ability to work in coordination with the Director of Nursing and Community Care to ensure a high quality of care level for residents with various levels of physical or functional impairment. The Ministry LPN must demonstrate self-motivation and strong leadership abilities. The Ministry LPN performs resident care duties as needed, as well as a variety of LPN level functions. All responsibilities will be conducted in a manner which is consistent with the mission of Inspiration Ministries, in accordance with IM policies and procedures, and ensures the highest degree of quality.

Essential Duties and Responsibilities:

1. Resident Care Services
   a. Assesses resident needs and responds accordingly
   b. Acts as a resident advocate and works to protect resident rights
   c. Provides and promotes safe, compassionate, quality resident care which is personalized for the specific needs of the resident
   d. Administers medications and treatments as needed
   e. Provides health maintenance and monitoring
   f. Monitors environment for safety hazards and reports any observed safety hazards to the appropriate department/personnel

2. Emergency Preparedness:
   a. Acts as an on-call resource
   b. Provides first aid to residents and staff, makes appropriate and timely referrals, completes appropriate documentation, and communicates event to VP of Resident and Community Care
   c. Participates in IM call chain for fire, tornado, or other emergencies
   d. Responds to and acts appropriately in emergency or disaster situations at IM

3. Leadership
   a. Is self-directed, able to assess duties of position and plan time accordingly, working efficiently and with minimal direction from supervisor
   b. Uses tactful, diplomatic communication at all times
   c. Works collaboratively with peers and other team members
   d. Sets a positive example for other employees in attitude, ideas, interpersonal communication, and maintaining policies of IM
e. Provides both constructive criticism and positive reinforcement to employees of the nursing department
f. Encourages, motivates, and supports nursing staff
g. Demonstrates strong problem-solving and decision-making skills
h. Maintains all certifications required for employment
i. Maintains and promotes confidentiality for all residents

Other Duties:

- Attends mandatory and monthly scheduled in-services and other resident care meetings as requested
- Reviews Monthly MAR documents for completeness and then ensures proper filing and maintenance of records weekly
- Works with RN team regarding monthly medications check-in procedure and maintenance of medication carts
- Maintains a familiarity with OSHA regulations, DHS 83 regulations, HFS 89 regulations and all other applicable regulations
- Complete sound documentation including completion of charting, logs and reports when required and adequate documentation for follow-through with all doctors orders including; but, not limited to medications, treatments and therapy when necessary
- Demonstrates and encourages an appreciation of the heritage, value and wisdom of the residents, and ensures protection of their rights
- Demonstrates a desire and willingness to help residents; but, also encourages them to be as independent as possible
- Creates and maintains an atmosphere of warmth, personal interest, and positive emphasis as well as a calm, safe environment
- Works with the RN team with reviewing and implementing anything necessary related to Physician’s Order sheets
- Other duties as assigned by supervisor

Qualifications:

- Minimum 2 years experience, preferably in long-term care or with physically disabled clients
- Must be able to think, act, and intervene independently in both routine and emergency situations. Must be self-motivated and function as an “in charge” person
- Must be an active growing Christian who has the desire to work with people with disabilities
- Must be able to relate to residents, staff, and others in a courteous and diplomatic manner under all circumstances
- Must be able to work flexible hours, including weekends, holiday, and on-call evening and nights.

Work Conditions:

- Exposed to body fluids, infections, odors and behaviors of residents
- Exposed to chemicals and cleaning solutions

Physical Demands:

- Must be able to lift/push up to 50 pounds
- Must be able to walk 4 miles or be on feet entire 8 hour shift
- Must be able to lift, carry, stand, bend, squat, crawl, reach, and kneel using good body mechanics for sustained periods of time
- Must possess sight/hearing senses, or use prosthetics that will enable these senses to function adequately so that the requirements of the position can be fully met
- Must be in good general health and demonstrate emotional stability in order to cope with the physical, mental, and emotional stress of the position
Inspiration Ministries – RN Position Description

Job Title: Day Charge Ministry Nurse
Reports to: Director of Ministry Nursing

Brief Summary of Position: The Day Charge Ministry Nurse is a person who has experience in long-term care and the ability to work in coordination with the VP of Resident and Community Care to ensure a high quality of care level for residents with various levels of physical or functional impairment. The Day Charge Ministry Nurse must demonstrate self-motivation and strong leadership abilities. The Day Charge Ministry Nurse is an individual who is capable of accurately assessing and intervening, if need be, to ensure the well-being of the residents. He/she should be flexible and able to perform a variety of functions to meet the total care needs of the residents including, but not limited to, personal care, medications and documentation. The Day Charge Ministry Nurse will assist residents in arranging for and receiving health care services for which they need while fostering at all times residents' independence and freedom of choice. All responsibilities will be conducted in a manner which is consistent with the mission of Inspiration Ministries, in accordance with IM policies and procedures, and ensures the highest degree of quality.

Essential Duties and Responsibilities:
1. Coordination of Day-to-Day Operations:
   a. Participates in the morning med passing as needed
   b. Coordinates all areas related to new medication orders and conveys new medication orders to all attending providers as necessary
   c. Coordinates with contracted pharmacy services as needed
   d. Coordinates resident medical appointments and labs as needed
   e. Completes all follow-up related to completion of scheduled medical appointments such as charting, setting up ordered labs/treatments/referrals/procedures/etc., and communicating with interdisciplinary team members

2. Staff Training:
   a. Prepares and presents in-services as scheduled or required
   b. Trains other nursing staff on Day Charge Nurse functions/responsibilities in coordination with other applicable staff
   c. Helps to complete new staff and annual medication proficiency for non-licensed medication passers

3. Resident Care Services
   a. Assesses resident needs and responds accordingly
   b. Acts as a resident advocate and works to protect resident rights
   c. Provides and promotes safe, compassionate, quality resident care which is personalized for the specific needs of the resident
   d. Administers medications, wound care and treatments as needed (also completing documentation of care completed)
   e. Communicates unsuccessful treatment plans to provider and VP of Resident and Community Care
f. Provides health maintenance and monitoring

g. Observes and reports changes in resident’s physical condition and cognitive/emotional status to VP of Resident and Community Care, other RNs and PMD; then, follows through with recommendations

h. Work with other Ministry Nurses to coordinate TB tests and yearly influenza vaccines per IM policy in coordination with other RN’s

i. Monitors environment for safety hazards and reports any observed safety hazards to the appropriate department/personnel

j. Communicates any staff to staff concerns and any staff to resident concerns to the Director of Ministry Nursing

k. Acts as ambassador and public relations representative to guests and visitors

l. Maintains all certifications required for employment

m. Maintains and promotes confidentiality for all residents

n. Communicates staff concerns and promotes appropriate communication procedures to staff and residents

Other Duties:

- Maintains up-to-date knowledge and works directly with the VP Resident and Community Care to ensure IM nursing department compliance with current codes and regulations
- Attends and participates in staff meetings
- Attends mandatory and monthly scheduled in-services and other resident care meetings as requested
- Works with RN team regarding monthly medications check-in procedure and maintenance of medication carts
- Maintains a familiarity with OSHA regulations, DFIS 83 regulations, HFS 89 regulations and all other applicable regulations
- Complete sound documentation including completion of charting, logs and reports when required and adequate documentation for follow-through with all doctors’ orders including, but not limited to medications, treatments and therapy when necessary
- Demonstrates and encourages an appreciation of the heritage, values and wisdom of the residents, and ensures protection of their rights
- Demonstrates a desire and willingness to help residents; but, also encourages them to be as independent as possible
- Creates and maintains an atmosphere of warmth, personal interest, and positive emphasis as well as a calm, safe environment
- Works with the RN team with reviewing and implementing anything necessary related to Physician’s Order sheets and Falls
- Ensures all documentation has been completed for medication administration, treatments and restorative exercises at least monthly
- Other duties as assigned by supervisor
Qualifications:
- Minimum 2 years experience, preferably in long-term care or with physically disabled clients
- Must be able to think, act, and intervene independently in both routine and emergency situations. Must be self-motivated and function as an “in charge” person
- Must be able to relate to residents, staff, and others in a courteous and diplomatic manner
- Must be an active growing Christian who has the desire to work with people with disabilities
- Must be able to work flexible hours, including weekends, holidays, and on-call evening and nights.

Work Conditions:
- Exposed to body fluids, infections, odors and behaviors of residents
- Exposed to chemicals and cleaning solutions

Physical Demands:
- Must be able to lift/push up to 50 pounds
- Must be able to walk 4 miles or be on feet for a majority of an 8-hour shift
- Must be able to lift, carry, stand, bend, squat, crawl, reach, and kneel using good body mechanics for sustained periods of time
- Must possess sight/hearing senses, or use prosthesis that will enable these senses to function adequately so that the requirements of the position can be fully met
- Must be in good general health and demonstrate emotional stability in order to cope with the physical, mental, and emotional stress of the position
STUDENT AFFILIATION AGREEMENT
BETWEEN
AURORA UNIVERSITY
AND
WILLIAMS BAY CARE CENTER, LLC

This AGREEMENT, effective January 1, 2017 is entered into by and between Williams Bay Care Center, LLC d/b/a Atrium Post Acute Care of Williams Bay, located at 146 Clover Street Williams Bay, WI 53191, ("Center"), and Aurora University, located at 347 Gladstone Avenue, Aurora, IL 60506, ("College").

WITNESSETH:

WHEREAS, the College has an established educational program in BSN Pre-Licensure; and

WHEREAS, College desires to affiliate with Center for the purpose of obtaining adequate, hands-on clinical experience for students participating in College’s educational program ("Students"); and

WHEREAS, the Center is willing to accommodate and provide such Students with such clinical experience.

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein contained, the parties agree as follows:

I. THE COLLEGE AGREES:

A. To assume full responsibility for planning, execution and supervision of the educational program, including programming, administration, curriculum content, faculty appointments, faculty administration, and the requirements for matriculation, promotion and graduation.

B. To implement and maintain a pre-approval process to determine which Students are selected to be assigned to Center based on a certain set of mutually agreed upon qualifications. This process is to be jointly agreed to by both parties.

C. After Students are selected via the pre-approval process, to assign Students to Center for educational experience and notify Center at least sixty (60) days prior to the start date of the assignment of its planned schedule of Student assignments including the dates, names and number of Students. These arrangements are all negotiated items to be jointly agreed to by both parties.

D. To provide a Preceptor for each student or group of students who will be solely responsible for administering the program for those students and who shall oversee and supervise each Student's training and experience, including providing each Student with codes, standards and practices that Students should follow while training at the Center.
E. There will be communication between the parties regarding the qualifications that each student needs to meet before being eligible to participate in the student clinical program. College understands that a Student has to obtain and produce the information necessary to meet such qualifications, and any other information required by any laws, rules or regulations. If a Student fails to meet the qualifications, Center may, in its sole discretion, prohibit that Student from participating in the student clinical program.

F. To keep records and reports on Students’ experience at the Center.

G. To take reasonable measures to ensure that, while at the Center, Students comply with all the rules, policies and procedures of the Center that are provided or made accessible to College and the Students, as well as with established standards of practice applicable to the subject matter of the educational program and applicable federal and state statutes and regulations, including to ensure that each Student signs the Center’s Student Authorization Form (Attached hereto) prior to commencing performance at the Center. The College acknowledges that Students will not be permitted to begin training at the Center until a signed Student Authorization Form is provided to the Center.

H. To instruct Students to keep all confidential information obtained during the program confidential and to comply with all policies, procedures and regulations of the Center (including Center’s prohibition against taking, storing or transmitting any photographic, video or other images via cell phone, laptop, tablet, camera, Google Glass, or any other medium or device while on Center’s premises), as well as all local, state and federal laws, including but not limited to the provisions of Health Insurance Portability and Accountability Act of 1996 and implementing regulations (HIPAA).

I. To purchase and maintain insurance covering Students as follows:

1. Professional Liability Insurance with limits of at least $1,000,000 each claim/$3,000,000 aggregate per policy year and general liability insurance with limits of at least $1,000,000 each occurrence/$3,000,000 in the aggregate for bodily injury and property damage covering the College and the activities of its Students participating in the educational program; or to require Students to provide, prior to being permitted to commence performance at the Center, a copy of an insurance policy or a paid receipt for the premium thereof for a policy of professional liability insurance with limits of at least $2,000,000 each occurrence $4,000,000 aggregate.

2. Workmen’s Compensation and Disability Insurance coverage in accordance with the laws of Wisconsin covering all its employees.

3. If requested by Center, to provide insurance certificates to demonstrate the insurance coverage required above; and to provide 30-day prior written
notice to Center in the event of cancellation, non-renewal or material change with respect to each policy.

J. To indemnify and hold harmless Center, its officers, directors, operators, owners, members, staff and employees, to the fullest extent permitted by law from and against any and all liabilities, obligations, losses, damages, penalties, claims, actions, suits, costs, expenses and disbursements, including, without limitation, reasonable attorneys’ fees and expenses of whatsoever kind and nature, which may be imposed on, incurred by, or asserted at any time against Center or any of its officers, directors, staff and employees arising directly out of the College’s negligence or the negligence of its Students in the performance of their duties under this Agreement. This provision shall survive the termination or expiration of this Agreement for a period of six (6) years from the date of termination or expiration.

K. To provide each participating Student with training regarding applicable federal and state statutes and regulations, including HIPAA.

L. To ensure that Students, as a condition of participating in the clinical experience:

1. Will have an annual health examination, screening and immunizations consistent with applicable state and federal regulatory requirements at his or her own expense, as well as criminal background checks and drug screens. A copy of documentation demonstrating the Student’s compliance with this requirement will be provided to Center prior to the start of the Student’s assignment. All Students, prior the start of the Student assignment, will meet Center’s health requirements.

2. Assume responsibility for the cost of parking at and transportation to and from Center.

3. Provide their own uniforms and for the cleaning and care of uniforms.

4. Wear identification nametags or badges issued by the College and/or Center, which shall be clearly visible and worn at all times while at Center.

M. To immediately remove any or all Students from Center upon Center’s request.

N. That College, Students, and faculty shall not seek reimbursement from any payer for the activities of Students and faculty at the Center.

II. THE CENTER AGREES:

A. To assist College and its faculty by providing a Center for clinical learning experiences that are planned, organized administered and supervised by College and College’s staff in order to provide maximum benefit for the Students, the College, and Center and its patients or residents.
B. To make available patient information necessary for the Student’s training and the provision of care and services, clinical information and resources, and clinical care areas for Student educational experiences.

C. To retain final responsibility for the quality of patient and resident care rendered at Center, and supervision of patient and resident care; and to retain ultimate oversight, control and direction of the care and treatment of patients and residents. In this regard, notwithstanding any other provision in this contract, the facility remains responsible for ensuring that all services provided pursuant to this contract complies with all pertinent provisions of Federal, State and local statutes, rules and regulations.

D. To provide Students with an orientation program, to review the rules, policies and procedures of Center, including procedures for reporting of known or suspected violations of Centers policies.

E. To reserve the right to require the immediate removal from the education program at the Center of any Student who does not comply with the rules, policies and procedures of Center; or who Center staff determines, in their sole discretion, poses an imminent threat to a Center patient, resident, staff member, employee, or visitor, including a violation of confidentiality.

F. To assist Students in obtaining emergency medical care and/or treatment at the expense of Students who may become ill or may be injured while at Center.

G. To protect the confidentiality of the student’s records Pursuant to the Family Educational Rights and Privacy Act (FERPA). Center shall not release any information without written consent from the student unless required to do so by law.

H. To maintain general liability insurance with limits of at least $1,000,000 per occurrence/$3,000,000 in the aggregate and Worker’s Compensation in accordance with the laws of Wisconsin covering all its employees.

I. To indemnify and hold harmless College, its officers, trustees, staff and employees, to the fullest extent permitted by law from and against any and all liabilities, obligations, losses, damages, penalties, claims, actions, suits, costs, expenses and disbursements, including, without limitation, reasonable attorneys’ fees and expenses of whatsoever kind and nature, which may be imposed on, incurred by, or asserted at any time against College or any of its officers, directors, staff and employees arising directly out of the Center’s negligence in the performance of its duties under this Agreement.

III. MUTUAL TERMS:

A. This Agreement, effective on the date provided above, is for a term of one (1) year commencing on the date first written above, and shall automatically renew
for additional one (1) year terms unless terminated in accordance with the provisions of this Agreement.

B. This Agreement may be terminated by either party with or without cause upon ninety (90) days prior written notice to the other party.

C. In the event the Center terminates this Agreement without cause, such termination shall not become effective until the Students participating in the program at the Center at the time of notice of termination shall have an opportunity to remain in the program at the Center for the full ninety (90) day period. College shall adjust the Student’s educational experience accordingly. In the event that Center terminates the Agreement for cause, any Student’s participation shall be terminated effective immediately.

D. This Agreement may only be modified in a writing signed by both parties.

E. This Agreement or any right or responsibility under this Agreement may not be assigned or transferred by either party without the prior written consent of the other party.

F. The parties agree that under no circumstances are the Students employees or agents of the Center.

G. The parties agree that the College and the Students are not entitled to receive nor expect any compensation from Center in connection with the educational program, and that Center does not expect any compensation from the College.

H. The parties agree that the academic calendar observed by the College shall be observed by the Students assigned to Center. When Center observes additional holidays, appropriate revised schedules for clinical experience shall be made by the parties.

I. The parties recognize that, in performance of this Agreement, the greatest benefits will be derived by promoting the interests of both parties and each of the parties do, therefore, enter into this Agreement with the intention of cooperating with the other in carrying out the terms of this contract and each party agrees to interpret its provisions, insofar as it may legally do so, in such manner as will best promote the interest of both and render the highest level of service to the public and Center’s patients and residents, and the highest level of education to the Students.

J. This Agreement shall be governed by and construed in accordance with Wisconsin law without regard to choice of law provisions. Any disputes under or actions related to this Agreement shall only be heard by a court of competent jurisdiction in Wisconsin.

K. This Agreement, including any attachments to this Agreement, constitutes the entire agreement of the parties, and supersedes all previous or contemporaneous
communications, understandings and agreements between the parties, whether written or oral, regarding the subject matter of this Agreement.

L. The section headings shall not affect the interpretation of this Agreement.

M. The failure of a party to require the performance of any provision of this Agreement shall not be deemed a waiver of subsequent breaches of this Agreement.

N. Neither party shall discriminate against any Student based on race, color, creed, religion, gender, age, disability, national origin, genetic information, military status, or any other characteristic protected under applicable federal, state or local law.

O. Several copies of this Agreement may be executed by the parties, each of which shall be deemed an original for all purposes, and all of which together shall constitute but one and the same instrument.

P. Whenever, under the terms of this Agreement, notice is required or permitted to be given by any party or to any other party, such notice shall be deemed to have been sufficiently given if written, when deposited in the United States Mail, in a properly stamped envelope, certified or registered mail, return receipt requested, addressed to the party to whom it is to be given at the address hereinafter set forth. Either party may change its respective address by written notice in accordance with this paragraph.

If to FACILITY/AGENCY:           With a copy (which shall not constitute notice) to:
Atrium Health & Senior Living    Atrium Health and Senior Living
Attn: Mary Jo Parkins            Attn: General Counsel
1728 N Ballard Road              150 Clove Road, 7th Floor
Appleton, WI 54911               Little Falls, NJ 07424

If to COLLEGE:                   With a copy (which shall not constitute notice) to:
Aurora University                Program in Nursing
Attn: Vice President of Finance  Attn: Brenda Shostrom, PhD, Rn
347 S. Gladstone Avenue          347 S. Gladstone Avenue
Aurora, IL 60506                  Aurora, IL 60506

Q. This Agreement will be construed without regard to any custom or rule of law requiring construction against the drafter.
IN WITNESS WHEREOF, the parties hereto execute this Agreement.

Aurora University
By: 
Sharon W. Maxwell
Vice President of Finance

Aurora University
By: 
Brenda Shostrom, PhD, RN
Executive Director

Williams Bay Care Center, LLC
By:
(Name) Mary Jo Parkins
(Title) Executive VP and Chief Operating Officer
STUDENT ACKNOWLEDGMENT FORM

I, ________, hereby acknowledge and agree, in connection with my participation in the clinical education rotation (the “Rotation”) at Williams Bay Care Center, LLC d/b/a Atrium Post Acute Care of Williams Bay (the “Center”), which is required for me to receive my degree from Aurora University (“College”) to the following:

I. I am currently a student in academic good standing at College.

II. My participation in the Rotation is strictly for educational and clinical purposes and that I am not a member of the workforce or an employee of Center for any reason.

III. Center remains solely responsible for the care and treatment of Center’s patients/residents.

IV. I have been properly credentialed by the College prior to commencing performance at the Center as part of the Rotation.

V. I have received, reviewed and agree to comply with the Center’s rules, policies and procedures, as well as with established standards of BSN Pre-Licensure practice.

VI. I agree to respect the confidential nature of any and all information, which I may obtain, or come in contact with, including from patients and records at the Center, and not to disclose any of such information. I understand that confidential information concerning patients/residents are protected by State and Federal laws. The Center’s HIPAA and confidentiality policies have been made available to me and I have read such policies and will comply with them.

VII. I agree that I have had an annual health examination, screening and immunizations consistent with applicable state and federal requirements and have provided documentation regarding the same to the College. I will, at all times during my involvement in the Rotation, meet Center’s provider health requirements. Additionally, I agree that I am subject to the Center’s criminal background check and drug screening requirements.

VIII. I will wear the identification nametag or badge issued by the College or the Center in a clearly visible location at all times while at the Center.

IX. I will provide my own uniform and will be responsible for the cleaning and care of the same.

X. I will assume the responsibility for the cost of my own transportation to and from the Center, as well as for parking and for all other travel costs related to my participation in the Rotation at the Center.
XI. I will report on time each day. If I expect to be more than fifteen (15) minutes late, I will call my College Preceptor assigned by the College and located at the Center.

XII. I understand and agree that I will not be paid any monetary compensation for the time spent during the Rotation.

XIII. I acknowledge that after completion of the Rotation, I am not entitled to employment with Williams Bay Care Center, LLC d/b/a Atrium Post Acute Care of Williams Bay.

XIV. I will act in a professional manner to all patients/residents, staff and employees of the Center.

XV. I acknowledge that my execution of this Form is a pre-condition to my participation in the Rotation, and that I shall abide by all of the terms and conditions of this Form throughout the term of my participation in the Rotation.

I have read this Form, understand it, and agree to abide by its terms and conditions.

[Student]

Print Name

Date
Atrium Post Acute Care and Senior Living – Form #1004

Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
1-800-366-6299
E-Mail: dps@wisconsin.gov
Website: dps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

A. Name of facility: Atrium Post Acute Care and Senior Living

B. Type of facility: ☐ Hospital ☐ Nursing Home ☐ Community Health Agency
☐ Other: Subacute

C. Number of beds at facility: 60

D. Types of patients: Adults - medical-surgical, orthopaedic, Geriatrics

E. Administrator of facility: Luke Breslin

F. Director of nursing service: Jennifer Fraase

G. School(s) of nursing utilizing the facility: Proposed - George Williams College of Aurora University, Pre-Licensure Nursing Program.

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

#1004  (Rev. 11/14)
Wis. Admin Ch. N 1.08
Committed to Equal Opportunity in Employment and Licensing

Page 1 of 2
III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   ✔ Yes  ____ No
   Comments: ____________________________________________

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   ✔ Yes  ____ No
   Comments: ____________________________________________

C. Are there experiences in the facility available to students to meet clinical objectives?  
   ✔ Yes  ____ No
   Comments: ____________________________________________

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)  
   ✔ Yes  ____ No
   Comments: ____________________________________________

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)  
   ✔ Yes  ____ No
   Comments: ____________________________________________

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

George Williams College of Aurora University  
Nursing School

Brenda Shostrom  
Educational Administrator

Dr. Brenda Shostrom  
Signature

1-630-844-5135  
Telephone Number

Not Applicable  
Nursing Program(s) Utilizing Facility/Simulated Setting

Executive Director

Title

December 20, 2016  
Date

bshostrom@aurora.edu  
Email Address

Page 2 of 2
POSITION DESCRIPTION

LICENSED PRACTICAL NURSE

PURPOSE:
Regularly exercises independent judgment and discretion in assisting in the daily operation of the nursing department in accordance with current nursing and medical practices and procedures as well as applicable Federal, State, and local standards, guidelines and regulations, and as directed by the Director of Nursing or Administrator to assure that the highest degree of quality resident care is maintained at all times.

REPORTS TO:
Shift Supervisor, Director of Nursing and/or Administrator

SUPERVISES:
Certified Nursing Assistants, and other nursing personnel as assigned.

QUALIFICATIONS:
1. Must be a graduate of an accredited school of nursing.
2. Must fulfill licensure requirements of the State of Wisconsin for a Licensed Practical Nurse and possess a current Wisconsin license.
3. Knowledgeable of current nursing and medical practices and procedures.
4. Be CPR certified or be willing to complete and maintain certification.
5. Must be capable of functioning independently, have flexibility, personal integrity, and the ability to work effectively.
6. Must be able to evaluate and make decisions in emergency situations such as fire, tornado, and other disasters.
7. Must possess leadership abilities and effective communications skills, organization and willingness to work harmoniously with other departments in the facility.
8. Knowledge of computer programs.
9. Must be physically able to waist lift a maximum of twenty-five (25) pounds with frequent waist lifting of objects weighing up to twenty-five (25) pounds. Must be able to push objects with a maximum effort of twenty-five (25) pounds.
10. Must be able to stand or walk for 4-6 hours in an 8-hour day. Must be able to frequently bend, squat and twist body during an 8-hour day.
11. Must be able to read, write, speak, and understand the English language.
12. Must possess sight/hearing senses or use prosthetics that will enable these senses to function adequately so that the requirements of this position can be fully met.
13. Possess the ability to deal tactfully with personnel, residents, family members, visitors, governmental agencies/personnel and the general public in all circumstances.
14. Must report for duty at the scheduled time.
15. Must be willing to work weekends and holidays.

WORKING CONDITIONS:
1. Works in well lighted/ventilated areas, as well as throughout the facility.
2. Subject to falls, burns from equipment, infectious diseases, substances, odors, etc., throughout the workday.
3. Subject to frequent interruptions.
4. Subject to potentially hostile and emotionally upset residents, family members, co-workers, etc.
5. Involved with residents, family members, personnel, visitors, government agencies/personnel, etc., under all conditions/circumstances.

**DUTIES AND RESPONSIBILITIES:**

1. Assesses the resident upon admission, discharge, transfer, change of condition, and on an ongoing basis for nursing needs and completes required record keeping forms/charts within the LPN licensure standards. Initiates the individual plan of care based on established health care goals, physician’s orders and nursing assessments with input from residents, guardians, family members or other responsible parties to establish goals to achieve the resident’s optimal level of functioning. Orient new residents/family members as necessary.

2. Receives verbal orders from attending/alternate physician, charts on physician’s order sheet and follows established procedures to facilitate timely implementation of physician orders, notifying physician of auto stop orders on any medications and lab results.

3. Notifies the attending physician and supervisor/Administrator when a resident is discharged without approval. Assures that appropriate documentation is made (on the computer system, where applicable) in accordance with established policies and procedures.

4. Reports all discrepancies of physician’s orders, diet, and charting to Director of Nursing.

5. Notifies physician, family/responsible party, and DON/Administrator of resident, family, or staff incidents. Completes appropriate resident assessments, resident, visitor/family, or employee incident report forms, and charts in the resident medical record on all such occurrences in accordance with facility policy and procedure.

6. Assures resident’s rights to fair and equitable treatment, determination, individuality, privacy, property and civil rights, including the right to wage a complaint, are followed by all department personnel.

7. Immediately reports to supervisor or initiates investigation on any reports of alleged abuse/misappropriation of resident belongings.

8. Administers professional service such as:
   - Prepares/administers medications and treatments as ordered by physician and according to established nursing practices and facility policies and procedures.
   - Monitors resident condition through effective assessment of symptoms, reactions and outcomes, and charts information appropriately.
   - Arranges therapeutic treatments as ordered by physician.
   - Make rounds with the physicians and assists with examinations and treatment.
   - Assures that narcotic records are current at all times and checked each shift by two nurses.
   - Is responsible to contact attending physicians and designated responsible parties as necessary to report changes of condition.
   - Reviews medication cards for completeness of information, accuracy, and adherence to stop order policies.

9. Assigns and directs specific tasks to other care providers to insure effective implementation of plan of care.

10. Creates and maintains an atmosphere of warmth, personal interest and positive emphasis, as well as a calm environment throughout the unit.

11. Develops and maintains a good working rapport with inter-department personnel and other departments within the facility to assure that the department services and activities can be properly maintained to meet the needs of the residents.

12. Assumes the authority, responsibility, and accountability of directing the unit/shift assigned.

13. Assures that all personnel follow established infection control, aseptic techniques, and lifting techniques.
14. Follows instructions given and completes assignments according to directions and within the limits established. Knows when to ask for advice and accepts and follows suggestions from supervisor on how to improve work performance.
15. Answers the telephone in a professional manner using proper telephone etiquette.
16. Assures that the unit and resident room areas are maintained in a clean and safe manner for resident comfort and convenience. Assures that necessary equipment and supplies are properly maintained to perform such duties/services.
17. Works with the facility's consultants as necessary and implements recommended changes as directed by the Director of Nursing.
18. Attends and participates in continuing education courses and facility inservice training programs to assure that you keep abreast of current regulations, guidelines professional standards, as well as facility policies.
19. Maintains confidentiality of all pertinent resident care information and employee information.
20. Any and all other duties assigned by the Director of Nursing or Administrator for the purpose of quality resident care.

SUPERVISORY RESPONSIBILITIES:
1. Ensures safety of residents and employees through the implementation and supervision of the facility “No Lift / Low Lift” safety program and all other safety policies and procedures.
2. Supervises nursing personnel on assigned shift for compliance with established care, infection control, safety and other facility policies and procedures.
3. Assures sufficient qualified staff for nursing care is on assigned shift and on-coming shift. Make calls as necessary to provide coverage in accordance with facility policy. Authorizes overtime as needed. Transfer employee to appropriate unit to ensure proper resident care.
4. Assigns and directs specific tasks to other care providers to insure effective implementation of plan of care of resident.
5. Assists in orientation of new employees, to teach, supervise, review, and evaluate nursing personnel for whom he/she has been assigned responsibility and makes recommendations to the Director of Nursing. Issues verbal discipline and recommends written discipline, suspension or discharge to Director of Nursing.
6. Resolve employee disputes or recommend resolution to Director of Nursing.
7. Assists in disciplinary investigations.
8. Participates in policy development.
9. Participates in interview and selection process as needed.
10. Participates in employee evaluations through recommendations to the Director of Nursing.

I have read the above position description and fully understand the requirements set forth. I have been given a chance to ask questions. I hereby accept the position of Licensed Practical Nurse and agree to abide by the requirements set forth and will perform all duties and responsibilities to the best of my ability.

________________________________________________________________________
Employee Signature

________________________________________________________________________
Date

________________________________________________________________________
Director of Nursing Signature

________________________________________________________________________
Date
POSITION DESCRIPTION

REGISTERED NURSE

PURPOSE:
Regularly exercises independent judgment and discretion in assisting in the daily operation of the nursing department in accordance with current nursing and medical practices and procedures as well as applicable Federal, State, and local standards, guidelines and regulations, and as directed by the Director of Nursing or Administrator to assure that the highest degree of quality resident care is maintained at all times.

REPORTS TO:
Director of Nursing and/or Administrator

SUPERVISES:
LPN’s, Certified Nursing Assistants, and other nursing personnel as assigned.

QUALIFICATIONS:
1. Must be a graduate of an accredited school of nursing.
2. Must fulfill licensure requirements of the State of Wisconsin for a Registered Nurse and possess a current Wisconsin license.
3. Knowledgeable of current nursing and medical practices and procedures.
4. Be CPR certified or be willing to complete and maintain certification.
5. Must be capable of functioning independently, have flexibility, personal integrity, and the ability to work effectively.
6. Must be able to evaluate and make decisions in emergency situations such as fire, tornado, and other disasters.
7. Must possess leadership abilities and effective communications skills, organization and willingness to work harmoniously with other departments in the facility.
8. Knowledge of computer programs.
9. Must be physically able to waist lift a maximum of twenty-five (25) pounds with frequent waist lifting of objects weighing up to twenty-five (25) pounds. Must be able to push objects with a maximum effort of twenty-five (25) pounds.
10. Must be able to stand or walk for 4-8 hours in an 8-hour day. Must be able to frequently bend, squat and twist body during an 8-hour day.
11. Must be able to read, write, speak, and understand the English language.
12. Must possess sight/hearing senses or use prosthetics that will enable these senses to function adequately so that the requirements of this position can be fully met.
13. Possess the ability to deal tactfully with personnel, residents, family members, visitors, governmental agencies/personnel and the general public in all circumstances.
14. Must report for duty at the scheduled time.
15. Must be willing to work weekends and holidays.

WORKING CONDITIONS:
1. Works in well lighted/ventilated areas, as well as throughout the facility.
2. Subject to falls, burns from equipment, infectious diseases, substances, odors, etc., throughout the workday.
3. Subject to frequent interruptions.
4. Subject to potentially hostile and emotionally upset residents, family members, co-workers, etc.
5. Involved with residents, family members, personnel, visitors, government agencies/personnel, etc., under all conditions/circumstances.
DUTIES AND RESPONSIBILITIES:

1. Assesses the resident upon admission, discharge, transfer, change of condition, and on an ongoing basis for nursing needs and completes required record keeping forms/charts. Initiates the individual plan of care based on established health care goals, physician’s orders and nursing assessments with input from residents, guardians, family members or other responsible parties to establish goals to achieve the resident’s optimal level of functioning. Orient new residents/family members as necessary.

2. Receives verbal orders from attending/alternate physician, charts on physician’s order sheet and follows established procedures to facilitate timely implementation of physician orders, notifying physician of auto stop orders on any medications and lab results.

3. Notifies the attending physician and supervisor/Administrator when a resident is discharged without approval. Assures that appropriate documentation is made (on the computer system, where applicable) in accordance with established policies and procedures.

4. Reports all discrepancies of physician’s orders, diet, and charting to Director of Nursing.

5. Notifies physician, family/responsible party, and DON/Administrator of resident, family, or staff incidents. Completes appropriate resident assessments, resident, visitor/family, or employee incident report forms, and charts in the resident medical record on all such occurrences in accordance with facility policy and procedure.

6. Assures resident’s rights to fair and equitable treatment, determination, individuality, privacy, property and civil rights, including the right to wage a complaint, are followed by all department personnel.

7. Immediately investigates any reports of alleged abuse/misappropriation of resident belongings.

8. Administers professional service such as:
   - Prepares/administers medications and treatments as ordered by physician and according to established nursing practices and facility policies and procedures.
   - Monitors resident condition through effective assessment of symptoms, reactions and outcomes, and charts information appropriately.
   - Arranges therapeutic treatments as ordered by physician.
   - Make rounds with the physicians and assists with examinations and treatment.
   - Assures that narcotic records are current at all times and checked each shift by two nurses.
   - Is responsible to contact attending physicians and designated responsible parties as necessary to report changes of condition.
   - Reviews medication cards for completeness of information, accuracy, and adherence to stop order policies.

9. Assigns and directs specific tasks to other care providers to insure effective implementation of plan of care.

10. Creates and maintains an atmosphere of warmth, personal interest and positive emphasis, as well as a calm environment throughout the unit.

11. Develops and maintains a good working rapport with inter-department personnel and other departments within the facility to assure that the department services and activities can be properly maintained to meet the needs of the residents.

12. Assumes the authority, responsibility, and accountability of directing the unit/shift assigned.

13. Assures that all personnel follow established infection control, aseptic techniques, and lifting techniques.

14. Follows instructions given and completes assignments according to directions and within the limits established. Knows when to ask for advice and accepts and follows suggestions from supervisor on how to improve work performance.

15. Answers the telephone in a professional manner using proper telephone etiquette.

16. Assures that the unit and resident room areas are maintained in a clean and safe manner for resident comfort and convenience. Assures that necessary equipment and supplies are properly maintained to perform such duties/services.

17. Works with the facility’s consultants as necessary and implements recommended changes as directed by the Director of Nursing.
16. Attends and participates in continuing education courses and facility inservice training programs to assure that you keep abreast of current regulations, guidelines, professional standards, as well as facility policies.

19. Maintains confidentiality of all pertinent resident care information and employee information.

20. Any and all other duties assigned by the Director of Nursing or Administrator for the purpose of quality resident care.

SUPERVISORY RESPONSIBILITIES:

1. Ensures safety of residents and employees through the implementation and supervision of the facility’s “No Lift / Low Lift” safety program and all other safety policies and procedures.

2. Supervises nursing personnel on assigned shift for compliance with established care, infection control, safety and other facility policies and procedures.

3. Assures sufficient qualified staff for nursing care is on assigned shift and on-coming shift. Make calls as necessary to provide coverage in accordance with facility policy. Authorizes overtime as needed. Transfer employee to appropriate unit to ensure proper resident care.

4. Assigns and directs specific tasks to other care providers to insure effective implementation of plan of care of resident.

5. Assists in orientation of new employees, to teach, supervise, review, and evaluate nursing personnel for whom he/she has been assigned responsibility and makes recommendations to the Director of Nursing. Issues verbal discipline and recommends written discipline, suspension or discharge to Director of Nursing.

6. Resolve employee disputes or recommend resolution to Director of Nursing.

7. Assists in disciplinary investigations.

8. Participates in policy development.

9. Participates in interview and selection process as needed.

10. Participates in employee evaluations through recommendations to the Director of Nursing.

I have read the above position description and fully understand the requirements set forth. I have been given a chance to ask questions. I hereby accept the position of Registered Nurse and agree to abide by the requirements set forth and will perform all duties and responsibilities to the best of my ability.

Employee Signature ________________________ Date ________________________

Director of Nursing Signature ________________________ Date ________________________
Appendix N

Program Assessment

The Department of Nursing faculty believes that evaluation is an ongoing process which begins with the decision whether or not to admit a student to the nursing program. The planning, implementation, and assessment of an evaluation program can have a profound effect on the ongoing process of nursing education and on the characteristics of the graduates of the school.

Evaluation is not a series of isolated incidents and events. It is a continuous process and a vital part of the larger institutional mission. The faculty continually seeks meaningful evaluation tools and methods. Faculty believes that the validity of the program and the revisions of the curriculum are greatly dependent upon the effectiveness of the evaluation process. Therefore, the faculty has implemented a comprehensive evaluation program that is both continuous and systematic. The major areas evaluated are overall program effectiveness, student admission, progression and graduation rates, achievement of desired outcomes, and faculty expertise.

A variety of clinical agencies are utilized for student learning experiences. Students and faculty also evaluate clinical sites for suitability and quality for meeting course objectives. These recommendations are taken into consideration during contract renewal periods.

Students’ evaluations are a valuable and important component of the assessment of the nursing program. Students are routinely asked to comment on course content and teaching effectiveness. Faculty frequently involve the students in an open discussion in which course content is evaluated. The faculty views student evaluations as an important element in the total evaluation process.

The evaluation of students and the grades assigned at the completion of each course are the responsibility of the instructor of record. Faculty uses evaluation tools such as written term papers, class discussions, quizzes, clinical observations, nursing care plans, process recordings, self-evaluation activities and examinations.

To assist in the evaluation process, the Department of Nursing implemented a normative testing program in cooperation with Assessment Technologies, Institute (ATI). The testing program is designed to provide feedback regarding each student’s progress in developing the nursing knowledge that is essential for safe practice and success on the NCLEX-RN licensing exam. A cost for the program will be added to the student’s tuition bill. Test benefits include:

1. RN Content Mastery tests in selected NUR-prefix courses. ATI content mastery exams are worth 5% of the course grade in those courses with an ATI exam. For more information, go to Assessment Technologies Institute.
2. Diagnostic, developmental, and technical reports for each student based on the Profile test results and track each student’s progress through the nursing program.
3. A hard copy Study Guide is provided for each student at the beginning of all clinical courses.
4. Students who do not pass the Content Mastery test will take a compulsory computer-based unsecured test and provide a printed test score to their instructor within a specified time frame.

5. Furthermore, students will be given an additional computerized proctored test to verify content mastery and level of competency.

6. The ATI RN Predictor exam validates competencies in preparation for Licensure.
STANDARD I. PROGRAM QUALITY: MISSION AND GOVERNANCE

The mission, goals and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

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<th>Key Elements</th>
<th>Document Indicator Evidence</th>
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<th>Time Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Actions Resulting From the Annual Assessment Report</th>
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<tr>
<td>1-A The mission, goals and expected program outcomes are • congruent with those of the parent institution and • consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals</td>
<td>Program and University Mission Program and University Goals The Essentials of Baccalaureate Education for Professional Nursing Practice AACN, 200 2007 Illinois Nursing and Advanced Practice Nursing Act The Essentials of Master’s Education in Nursing AACN, 2011 Program and University Expected Outcomes DON Baccalaureate Student Handbook DON MSN Student Handbook</td>
<td>Curriculum Committee Faculty Committee Program Assessment Committee Executive Director Pre-licensure Chair MSN Chair RN to BSN Chair</td>
<td>Bi-Annual Odd year</td>
<td>Document Review The Program Assessment Committee will verify the program’s mission statement, goals, and expected student outcomes are written and accessible to current and prospective students.</td>
<td>Changes and or actions taken are delineated in the DON Annual Assessment Report.</td>
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<td>Key Elements</td>
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| DON Faculty Handbook  
DON Advisory Council Bylaws  
Recruitment Materials  
University Undergraduate Catalog  
University Graduate Catalog  
A-Book | Curriculum Committee  
Faculty Committee  
Program Assessment Committee  
MSN Graduate Committee  
Executive Director  
MSN Chair  
RN to BSN Chair  
Pre-licensure Chair | Bi-Annual Odd Year | End of Semester Workshop  
Students pre-licensure, RN to BSN Completion and MSN evaluation of course learning outcomes.  
The Program Assessment Committee reviews the mission, goals, and expected student outcomes to ensure congruency with current professional standards and guidelines. | Changes and or actions taken are delineated in the Annual Assessment Report. |
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<td>2010 NCLEX-RN blueprint</td>
<td>Curriculum Committee</td>
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<td>Document Review</td>
<td>The Program Assessment Committee reviews the expected faculty outcomes for congruency with those of the parent institution.</td>
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<td>AONE Nurse Executive Competencies</td>
<td>Faculty Committee</td>
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<td>1-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.</td>
<td>Student on-line course evaluation Faculty Survey Ad unct Faculty Survey MSN Preceptor Practica Evaluations Program Assessment Committee Minutes</td>
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<tr>
<td>1-D. Faculty and students participate in program governance.</td>
<td>DON Faculty Committee Minutes</td>
<td>MSN Chair</td>
<td>Annually</td>
<td>DON Curriculum Committee Minutes</td>
<td>Changes and or actions taken are delineated in the Annual Assessment Report.</td>
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<td>DON Curriculum Committee Minutes</td>
<td>Pre-licensure Chair</td>
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<td>Faculty Professional Activities Report</td>
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<td>Student Nurses Association Minutes</td>
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<td>MSN Student Representatives</td>
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<td>MSN Student List Serve</td>
<td>Elected student representatives from junior and senior class</td>
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<td>RN to BSN Moodle Shell</td>
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<td><strong>1-E. Documents and publications are accurate. References to the program’s offerings, outcomes, accreditation approval status, academic calendar, recruitment and admission policies, grading policies, degree certificate completion requirements, tuition and fees are accurate.</strong></td>
<td>Handbook</td>
<td>Executive Director</td>
<td>Annually</td>
<td>DON Executive Director, MSN Chair and RN to BSN Chair ensure accuracy of all marketing materials, webpage information, and DON handbooks.</td>
<td>Changes and or actions taken are delineated in the Annual Assessment Report.</td>
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<td>MSN Student Representative on AU DON Graduate Committees</td>
<td>MSN Chair</td>
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<td>University Webpage</td>
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<td><strong>1-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. These policies are</strong></td>
<td><strong>• fair and equitable;</strong> <strong>• published and</strong></td>
<td>Faculty</td>
<td>Semester</td>
<td>DON Pre-licensure Chair, MSN Chair, and RN to BSN Chair review the academic policies for congruency with the parent institution. The DON faculty reviews all academic, admission, retention, and progression policies.</td>
<td>Changes and or actions taken are delineated in the Annual Assessment Report.</td>
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accessible and
• reviewed and revised as necessary to foster program improvement.

A-Book
DON admission, retention and progression policies
Faculty Committee Minutes
Graduate Committee Minutes
Student Progression Plans

STANDARD II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the missions, goals and expected outcomes.

**Benchmark:** Faculty rate the organizational structure effective in accomplishing the School’s Mission and goals equal to greater than a 3.0 on a Likert 5.0 scale.

II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals,

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<tr>
<td>II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals,</td>
<td>Faculty Survey</td>
<td>Faculty Committee</td>
<td>Annually</td>
<td>Faculty Survey</td>
<td>Changes and or actions taken are delineated in the Annual Assessment Report.</td>
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<td>Adequacy of resources is reviewed periodically and resources are modified as needed.</td>
<td>DON Strategic Plan and Goals</td>
<td>Executive Director</td>
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<td>effective in accomplishing the School’s Mission and Goals equal to or greater than a 3.0 on a Likert 5.0 scale.</td>
<td>Budget Review</td>
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<td>Library Budget</td>
<td>Laboratory Coordinator</td>
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<td>DON Curriculum Committee Minutes</td>
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<td>DON Strategic Plan Goals Review</td>
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<td>DON Graduate Committee Minutes</td>
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<td>IT support</td>
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<td>Library services</td>
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<td>Student evaluation of course and program learning outcomes.</td>
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<td>Center for Teaching Learning</td>
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<td>Student online course evaluation feedback.</td>
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<td>Adult Graduate Studies</td>
<td>Nursing Tutor</td>
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<td>Students Evaluation of Nursing Tutor Program</td>
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<td>Simultation Lab Coordinator</td>
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| II-C. The chief nurse administrator  
• is a registered nurse RN  
• holds a graduate degree in Nursing  
• is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes  
• is vested with the administrative authority to accomplish the mission, goals and expected program outcomes  
• provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes. | Curriculum vitae  
Annual Performance Review  
Position description  
Advisory Council Minutes  
Faculty Committee Minutes  
Graduate Committee Minutes | Clinical Coordinator  
Executive Director  
Provost  
President | Annual  
Examination of documents C and Annual Performance Review  
School of Nursing Advisory Council Minutes  
Review Faculty Committee Minutes  
Review Graduate Committee Minutes | Changes and or actions taken are delineated in the Annual Assessment Report. |
| II-D. Faculty members are  
• sufficient in number to accomplish the mission, goals, and expected program outcomes  
• academically prepared for the areas in which they teach and  
• experientially prepared | Faculty workload  
Faculty qualifications grid full time and part-time  
Faculty CV’s  
Faculty Annual Performance Review | Executive Director  
Course Coordinators  
MSN Chair  
RN to BSN Chair  
Pre-licensure Chair | Annually  
Annual and Cumulative Performance Reviews  
Student on-line course Evaluations  
Peer Review  
Administrative Review | Changes and or actions taken are delineated in the Annual Assessment Report. |
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<td>II-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected program outcomes.</td>
<td>Clinical Mentor Guidelines</td>
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<td>II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service and practice in keeping with the mission, goals, and expected faculty outcomes.</td>
<td>University Strategic Plan</td>
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STANDARD III. PROGRAM QUALITY: CURRICULUM and TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the mission, goals and expected student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of student outcomes.

Benchmarks:

1. **All pre-licensure Baccalaureate students will achieve Level II proficiency on ATI Content Mastery Examinations.**
2. **Individual students will rate all course learning outcomes equal to or greater than a 3.0 on a Likert 5.0 scale.**
3. **All BSN students will achieve a proficiency grade of C or higher on the NUR 3000/3030 Writing Intensive course.**
4. **Individual MSN students demonstrate progressive improvement in critical thinking skills by achieving a score equal to or greater than 3.5 on a Likert 5.0 scale using Paul & Elder’s (2005) universal intellectual standards for thinking on papers scored following the first MSN course and following NUR 6210.**
5. **Individual MSN students will rate (AACN/EBI Survey) the extent to which the master’s program fulfilled expectations equal to or greater than a 4.0 on a Likert 7.0 scale.**
6. **Individual students will rate (AACN/EBI Survey) satisfaction with classroom facilities equal to or greater than a 3.5 on a Likert 7.0 scale.**

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<td>III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program’s mission, and goals, and with the roles for which the program is preparing its graduates.</td>
<td>DON BSN MSN Student Handbooks Essentials of Baccalaureate Nursing Education for Professional Nursing Practice 200 The Essentials of Master’s Education in Nursing AACN, 2011 ANA Standards of Practice</td>
<td>Curriculum Committee Faculty Committee Course Coordinators DON Graduate Committee RN to BSN Chair MSN Chair Simulation Lab Coordinator</td>
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<td>Pre-licensure BSN Individual Student Proficiency Levels</td>
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| III-B. Curricula are developed, implemented and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, and within the expected student outcomes, individual and aggregate.  
  • Baccalaureate program Curricula incorporates | The Essentials of Baccalaureate Education for Professional Nursing Practice 220, AACN  
The Essentials of Master’s Education in Nursing AACN, 2011  
Illinois 2007 and Wisconsin 2006 Nurse | Executive Director  
RN to BSN Chair  
MSN Chair  
Curriculum Committee  
Program Assessment Committee | Semester | Course syllabi review  
Curriculum Committee Minutes  
All students will achieve Level II proficiency on ATI Content Mastery Examinations. Individual students will |                                                   |

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| • The Essentials of Baccalaureate Education for Professional Nursing Practice AACN, 200 | Practice Acts  
ANA Code of Ethics  
2001  
NCLEX-RN Blueprint  
2010  
DON BSN MSN Student Handbooks  
University Undergraduate and Graduate Catalogs  
Sky factor Graduate Alumni Survey  
ATI Content Mastery Exam-Individual Student Proficiency Levels  
MSN Admission policies  
NLN Nurse Educator Competencies  
AONE Nurse |                                                                                       |                              | rate all course learning outcomes equal to or greater than a 3.0 on a Likert 5.0 scale. All BSN students will achieve a proficiency grade of C or higher on the NUR 3000 3030 Writing Intensive course.  
ATI Content Mastery Proficiency Exam Grid  
Individual MSN students demonstrate progressive improvement in critical thinking skills by achieving a score equal to or greater than 3.5 on a Likert 5.0 scale using Paul & Elder’s (2005) universal intellectual standards for thinking on papers scored following the first MSN course and following NUR 6210.  
Individual MSN students will rate  
AACN Skyfactor Survey the extent to which the master’s |
| • Master’s program curricula incorporate professional standards and guidelines as appropriate.  
a. All master’s degree programs incorporate The Essentials of Master’s Education in Nursing AACN, 2011 and additional relevant professional standards and guidelines as identified by the program.  
b. All master’s degree programs that prepare nurse practitioners, incorporate Criteria for Evaluation of Nurse Practitioner Programs NTF, 2012.  
• Graduate-entry program                                                                 |
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<td>Curricula incorporate <em>The Essentials of Baccalaureate Education For Professional Nursing Practice</em> AACN, 200</td>
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<td>program fulfilled expectations equal to or greater than a 4.0 on a Likert 7.0 scale.</td>
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<td>III-C. The curriculum is logically structured to achieve expected student outcomes.</td>
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<td>• The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.</td>
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<td>• Master’s curricula build on a foundation comparable to baccalaureate level nursing knowledge.</td>
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<th>MSN Bridge Program requirements</th>
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<td>III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.</td>
<td>Course Syllabi</td>
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<td>III-E. The curriculum includes clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes.</td>
<td>Course Syllabi&lt;br&gt;Examination and course grades&lt;br&gt;Weekly clinical evaluations&lt;br&gt;Weekly Clinical Mentor Evaluations of Senior Performance&lt;br&gt;Final clinical evaluation&lt;br&gt;MSN Practica evaluations&lt;br&gt;MSN Student Practica Project evaluations&lt;br&gt;Student Professional Portfolio&lt;br&gt;Student Academic</td>
<td>Curriculum Committee&lt;br&gt;Faculty Committee&lt;br&gt;DON Graduate Committee&lt;br&gt;Advisory Council Members&lt;br&gt;Clinical Coordinator&lt;br&gt;Director&lt;br&gt; RN to BSN Program Coordinator&lt;br&gt; MSN Program Coordinator</td>
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<td>III-G Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</td>
<td>AACN Skyfactor Alumni Survey</td>
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<td>III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</td>
<td>Course Grades</td>
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<td>Course Reports</td>
<td>Changes and or actions taken are delineated in the Annual Assessment Report.</td>
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<tr>
<td>Course Grades</td>
<td></td>
<td>Faculty</td>
<td></td>
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<tr>
<td>Student on-line course evaluations</td>
<td></td>
<td>RN to BSN Program Coordinator</td>
<td></td>
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<tr>
<td>Peer Evaluation of Teaching Learning</td>
<td></td>
<td>MSN Program Coordinator</td>
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<tr>
<td>Administrative Evaluation of Teaching Learning</td>
<td></td>
<td>Course Coordinators</td>
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<td>Ad unct Teaching Evaluations</td>
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<td>DON Curriculum Committee</td>
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<td>Practica evaluations</td>
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<td>DON Graduate Committee</td>
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</table>
STANDARD IV. PROGRAM EFFECTIVENESS: ASSESSMENT OF PROGRAM OUTCOMES

The program is effective in fulfilling its mission, AND GOALS AS EVIDENCED BY ACHIEVING PROGRAM OUTCOMES. Data on program effectiveness are used to foster ongoing program improvement.

**Benchmarks:**
1. Graduates rate overall program effectiveness (AACN/EBI Survey) at or greater than a 3.5 on a Likert 7.0 Scale.
2. Alumni rate overall program effectiveness (AACN/EBI Survey) at or greater than 4.0 on a Likert 7.0 Scale.
3. NCLEX-RN pass rate will be at or greater than the State and National Pass Rate.
4. Completion rates will be at or greater than 70% for each track/program.
5. Graduate employment rates will be at or greater than 80% within one year of graduation for each track/program.
6. Achievement of Aurora University School of Nursing Program Outcomes will be rated at or greater than 3.0 on a Likert 5.0 scale
7. MSN Certification pass rate will be 80% or higher.

<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Document Indicator Evidence</th>
<th>Responsible Party</th>
<th>Time Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Actions Resulting From the Annual Assessment Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD IV. PROGRAM EFFECTIVENESS: ASSESSMENT OF PROGRAM OUTCOMES</td>
<td>DON Class Rosters-Junior entrance and senior exit.</td>
<td>Executive Director</td>
<td>Annual</td>
<td>Data trend of Attrition and Retention Rates</td>
<td>Changes and or actions taken are delineated in the Annual Assessment Report.</td>
</tr>
<tr>
<td></td>
<td>NCLEX-RN National State pass rates.</td>
<td>Program Assessment Committee</td>
<td></td>
<td>Data trend of the School of Nursing, National, and State NCLEX-RN pass rates—Nov. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSN, RN to BSN, MSN Students Perceptions of Program Outcome Achievement</td>
<td>Faculty</td>
<td></td>
<td>AACN EBI Survey data—Nov. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AACN EBI BSN MSN Nursing Education Exit Assessment Survey</td>
<td>Coordinator RN-BSN Completion Program</td>
<td></td>
<td>Senior Program Outcome data—September 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MSN Coordinator</td>
<td></td>
<td>Data trend of graduation</td>
<td></td>
</tr>
</tbody>
</table>

-A. A systematic process is used to determine program effectiveness.
<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Document Indicator Evidence</th>
<th>Responsible Party</th>
<th>Time Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Actions Resulting From the Annual Assessment Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AACN EBI BSN MSN Alumni Assessment Survey 1 and 3 years post-graduation Employer Satisfaction Surveys BSN, RN to BSN, MSN Completion rates data for three most recent calendar years. MSN Certification rates. Program Assessment Committee Timeline BSN MSN Graduate employment data</td>
<td>Executive Director Faculty Program Assessment Committee Curriculum Committee</td>
<td>Annual</td>
<td>Analysis of aggregate student outcome data compared to expected student outcomes.</td>
<td>Changes and or actions taken are delineated in the Annual Assessment Report.</td>
</tr>
</tbody>
</table>

I -B. Program completion rates demonstrate program effectiveness.
<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Document Indicator Evidence</th>
<th>Responsible Party</th>
<th>Time Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Actions Resulting From the Annual Assessment Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>I -C. Licensure and certification pass rates demonstrate program effectiveness.</td>
<td>AACN Skyfactor BSN MSN Nursing Education Exit Assessment Survey AACN Skyfactor BSN MSN Nursing Alumni Assessment Survey MSN Certification pass rate. NCLEX pass rate.</td>
<td>Program Assessment Committee Executive Director Faculty Curriculum Committee RN to BSN Coordinator MSN Coordinator</td>
<td>Annual</td>
<td>Graduates rate overall program effectiveness AACN Skyfactor Survey at or greater than a 3.5 on a Likert 7.0 scale.</td>
<td>Changes and or actions taken are delineated in the Annual Assessment Report.</td>
</tr>
<tr>
<td>I -D. Employment rates demonstrate program effectiveness.</td>
<td>Program Assessment Report Employment data for each track program within 12 months of program completion</td>
<td>Program Assessment Committee Executive Director RN to BSN Program Coordinator</td>
<td>Annual</td>
<td>Analysis of employment rates data</td>
<td>Changes and or actions taken are delineated in the Annual Assessment Report.</td>
</tr>
<tr>
<td>Key Elements</td>
<td>Document Indicator Evidence</td>
<td>Responsible Party</td>
<td>Time Frequency of Assessment</td>
<td>Assessment Method</td>
<td>Actions Resulting From the Annual Assessment Report</td>
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</tbody>
</table>
| I  -E. Program outcomes demonstrate program effectiveness. | Program aggregate outcome data.  
AACN Skyfactor  
BSN MSN Nursing Education Exit Assessment Survey  
AACN Skyfactor  
BSN MSN Alumni Assessment Survey 1 and 3 years post-graduation  
BSN MSN Employer Satisfaction Surveys | Executive Director  
Program Assessment Committee  
Curriculum Committee  
RN to BSN Program Coordinator  
MSN Program Coordinator | Annual | Analysis of Program Aggregate Outcome Data | Changes and or actions taken are delineated in the Annual Assessment Report. |
| I  -F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness. | AU Faculty Handbook  
DON Faculty Handbook  
Administrative and Peer Reviews  
Annual Performance Review | Provost  
CPS Dean  
Executive Director  
University Faculty Affairs Committee | Annual | Annual Faculty Self Report of Professional Development in Scholarship, Professional Activities Service | Changes and or actions taken are delineated in the Annual Assessment Report. |
<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Document Indicator Evidence</th>
<th>Responsible Party</th>
<th>Time Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Actions Resulting From the Annual Assessment Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Performance Reviews</td>
<td>DON Faculty</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Faculty yearly Professional Activities Report</td>
<td></td>
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<tr>
<td>Faculty Survey</td>
<td></td>
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<tr>
<td>I - G. The program defines and reviews formal complaints according to established policies.</td>
<td>Formal Complaints Log</td>
<td>Provost</td>
<td>As needed</td>
<td>Analysis of Complaint Log data</td>
<td>Changes and or actions arising from the resolution of formal complaints are delineated in the Annual Assessment Report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPS Dean</td>
<td></td>
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<td></td>
<td></td>
<td>Executive Director</td>
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<tr>
<td></td>
<td></td>
<td>Faculty</td>
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</tbody>
</table>
### AGENDA REQUEST FORM

<table>
<thead>
<tr>
<th>1) Name and Title of Person Submitting the Request:</th>
<th>2) Date When Request Submitted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan Williams</td>
<td></td>
</tr>
</tbody>
</table>

**Items will be considered late if submitted after 4:30 p.m. and less than:**
- 10 work days before the meeting for Medical Board
- 14 work days before the meeting for all others

3) Name of Board, Committee, Council, Sections:
**Wisconsin Board of Nursing**

4) Meeting Date: **January 12, 2017**

5) Attachments:
- Yes
- No

6) How should the item be titled on the agenda page?
**Globe University_Discussion and Consideration**

7) Place Item in:
- [x] Open Session
- [ ] Closed Session
- [ ] Both

8) Is an appearance before the Board being scheduled? If yes, who is appearing?
- [ ] Yes by
- [x] No

9) Name of Case Advisor(s), if required:
N/A

10) Describe the issue and action that should be addressed:

Globe will officially discontinue operations in Wisconsin as of 12/31/2016. Board will discuss as to how that will affect the Board’s prior authorization to admit students.
### JANUARY 2016

#### 2016 ELECTION RESULTS

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Chair</td>
<td>Jeffrey Miller</td>
</tr>
<tr>
<td>Vice Chair</td>
<td>Sheryl Krause</td>
</tr>
<tr>
<td>Secretary</td>
<td>Lillian Nolan</td>
</tr>
</tbody>
</table>

#### 2016 LIAISON APPOINTMENTS

<table>
<thead>
<tr>
<th>Liaison</th>
<th>Primary Liaison</th>
<th>Alternate(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Practice Liaison(s)</td>
<td>Paul Abegglen</td>
<td>Sheryl Krause</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alternate: Sheryl Krause</td>
</tr>
<tr>
<td>Board Education Liaison(s)</td>
<td>Sheryl Krause</td>
<td>Peter Kallio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alternate: Peter Kallio</td>
</tr>
<tr>
<td>Professional Assistance</td>
<td>Jeffrey Miller</td>
<td>Cheryl Streeter</td>
</tr>
<tr>
<td>Procedure (PAP) Liaison</td>
<td></td>
<td>Alternate: Cheryl Streeter</td>
</tr>
<tr>
<td>Monitoring Liaison</td>
<td>Jodi Johnson</td>
<td>Paul Abegglen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alternate: Paul Abegglen</td>
</tr>
<tr>
<td>Credentialing Liaison</td>
<td>Paul Abegglen</td>
<td>Peter Kallio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alternate: Peter Kallio</td>
</tr>
<tr>
<td>Legislative Liaison</td>
<td>Jeffrey Miller</td>
<td></td>
</tr>
<tr>
<td>Newsletter Liaison</td>
<td>Lillian Nolan</td>
<td></td>
</tr>
<tr>
<td><strong>Appointed to Controlled Substances Board as per Wis. Stats. §15.405(5g)</strong></td>
<td>Jeffrey Miller</td>
<td></td>
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<tr>
<td>---</td>
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<tr>
<td><strong>Department Appointment as per Wis. Stats. §441.50(8)(a)</strong></td>
<td>Dan Williams</td>
<td></td>
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<tr>
<td>Administrator of the Nurse Licensure Compact</td>
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</tr>
</tbody>
</table>

### 2016 SCREENING PANEL APPOINTMENTS

| **February-June 2016** | Cheryl Streeter, Luann Skarlupka, Paul Abegglen |
| **July 2016- January 2017** | Jodi Johnson, Lillian Nolan, Peter Kallio |

### 2016 COMMITTEE MEMBER APPOINTMENTS

| **Nursing Legislation and Rules Committee** | Peter Kallio, Luann Skarlupka, Jeffrey Miller |
Delegation of Authority

Delegated Authority for Urgent Matters

MOTION: Jodi Johnson moved, seconded by Luann Skarlupka, that, in order to facilitate the completion of assignments between meetings, the Board delegates its authority by order of succession to the Chair, highest ranking officer, or longest serving member of the Board, to appoint liaisons to the Department to act in urgent matters, make appointments to vacant liaison, panel, and committee positions, and to act when knowledge or experience in the profession is required to carry out the duties of the Board in accordance with the law. Motion carried unanimously.

Delegated Authority for Application Denial Reviews

MOTION: Peter Kallio moved, seconded by Maria Joseph, that the Board counsel or another department attorney is formally authorized to serve as the Board’s designee for purposes of Wis. Admin Code § SPS 1.08(1). Motion carried unanimously.

Document Signature Delegation

MOTION: Cheryl Streeter moved, seconded by Luann Skarlupka, to delegate authority to the Chair or chief presiding officer, or longest serving member of the Board, by order of succession, to sign documents on behalf of the Board. In order to carry out duties of the Board, the Chair, chief presiding officer, or longest serving member of the Board, has the ability to delegate this signature authority for purposes of facilitating the completion of assignments during or between meetings. The Chair, chief presiding officer, or longest serving member of the Board delegates the authority to Executive Director or designee to sign the name of any Board member on documents as necessary and appropriate. Motion carried unanimously.

Screening Panel

MOTION: Peter Kallio moved, seconded by Lillian Nolan, to delegate to the attorney assigned to each screening panel the discretion to close cases that clearly do not allege a provable violation of law and therefore do not merit review by the full screening panel. Motion carried unanimously.
**Credentialing Authority Delegations**

**MOTION:** Luann Skarlupka moved, seconded by Jodi Johnson, to delegate authority to the Credentialing Liaisons to address all issues related to credentialing matters except potential denial decisions should be referred to the full Board for final determination. Motion carried unanimously.

**MOTION:** Peter Kallio moved, seconded by Cheryl Streeter, to delegate credentialing decisions to DSPS Staff involving an applicant who was granted an unrestricted nursing license by the Wisconsin Board of Nursing, is seeking a new credential, and has had no new issues since the previous license was granted. Motion carried unanimously.

**MOTION:** Maria Joseph moved, seconded by Luann Skarlupka, to delegate decision making authority to DSPS staff for licensure purposes relating to:

1) A single OWI conviction, but not more than two prior to entering into Nursing School
2) Under Age Drinking
3) Ordinance or municipal violations prior to entering Nursing School
4) Retail theft prior to entering Nursing School
5) The granting of a limited license for a Nurse Refresher Course (as long as all other requirements are met) unless there are convictions, prior Board discipline, or impairment issues. Staff can then move forward with the granting of full licensure after verification of successful completion has been received

Motion carried unanimously.

**MOTION:** Peter Kallio moved, seconded by Sheryl Krause, to delegate credentialing authority to DSPS for those submitted applications that meet the criteria of Rule and Statute and thereby would not need further Board or Board liaison review. Motion carried unanimously.

**Monitoring Delegations**

**MOTION:** Peter Kallio moved, seconded by Luann Skarlupka, to adopt the ‘Roles and Authorities Delegated to the Monitoring Liaison and Department Monitor; document as presented. Motion carried unanimously.

**MOTION:** Maria Joseph moved, seconded by Peter Kallio, to delegate to the Monitoring Liaison the authority to provide written authorization pursuant to Wis. Admin. Code § N 9.03(1). Motion carried unanimously.
**Education Delegations**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to delegate authority to the Board Education Liaison(s) to address all issues related to education and examinations. Motion carried unanimously.

**Legislative Delegation**

**MOTION:** Luann Skarlupka moved, seconded by Maria Joseph, to delegate authority to the Legislative Liaison(s) to address issues related to legislative matters with approval by the Chair, or Vice Chair. Motion carried unanimously.

**Rules Committee**

**MOTION:** Peter Kallio moved, seconded by Maria Joseph, to grant the Nursing Legislation and Rules Committee the ability to discuss legislative matters and to review and propose rule making language to the full Board. Motion carried unanimously.

**SEPTEMBER 2016**

**MOTION:** Peter Kallio moved, seconded by Luann Skarlupka, to affirm the Chair’s appointment of Sheryl Krause to the Nursing Legislation and Rules Committee. Motion carried unanimously.

**MOTION:** Luann Skarlupka moved, seconded by Sheryl Krause, to create the Nursing Controlled Substances Committee and acknowledge the Board Chair’s appointment of Peter Kallio as Committee Chair, Jodi Johnson, and Jeffrey Miller to the Committee. The scope of the Committee will be to develop recommendations with respect to Act 269 and submit to the full Board for approval. Motion carried unanimously.
Roles and Authorities Delegated to the Monitoring Liaison and Department Monitor

The Monitoring Liaison ("Liaison") is a Board/Section designee who works with department monitors to enforce Board/Section orders as explained below.

Current Authorities Delegated to the Monitoring Liaison

The Liaison may take the following actions on behalf of the Board/Section:

1. Grant a temporary reduction in random drug screen frequency upon Respondent’s request if he/she is unemployed and is otherwise compliant with Board/Section order. The temporary reduction will be in effect until Respondent secures employment in the profession. The Department Monitor ("Monitor") will draft an order and sign on behalf of the Liaison.

2. Grant a stay of suspension if Respondent is eligible per the Board/Section order. The Monitor will draft an order and sign on behalf of the Liaison.

3. Remove the stay of suspension if there are repeated violations or a substantial violation of the Board/Section order. In conjunction with removal of any stay of suspension, the Liaison may prohibit Respondent from seeking reinstatement of the stay for a specified period of time. The Monitor will draft an order and sign on behalf of the Liaison.

4. Grant or deny approval when Respondent proposes continuing/remedial education courses, treatment providers, mentors, supervisors, change of employment, etc. unless the order specifically requires full-Board/Section approval.

5. Grant a maximum of one 90-day extension, if warranted and requested in writing by Respondent, to complete Board/Section-ordered continuing education.

6. Grant a maximum of one extension or payment plan for proceeding costs and/or forfeitures if warranted and requested in writing by Respondent.

7. Grant full reinstatement of licensure if Respondent has fully complied with all terms of the order without deviation. The Monitor will draft an order and obtain the signature or written authorization from the Liaison.

8. Grant or deny a request to appear before the Board/Section in closed session.

Current Authorities Delegated to the Department Monitor

The Monitor may take the following actions on behalf of the Board/Section, draft an order and sign:

1. Grant full reinstatement of licensure if CE is the sole condition of the limitation and Respondent has submitted the required proof of completion for approved courses.

2. Suspend the license if Respondent has not completed Board/Section-ordered CE and/or paid costs and forfeitures within the time specified by the Board/Section order. The Monitor may remove the suspension and issue an order when proof completion and/or payment have been received.
# AGENDA REQUEST FORM

1) **Name and Title of Person Submitting the Request:**
   - Amber Cardenas, Board Counsel

2) **Date When Request Submitted:**
   - 10.4.2016

   Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting.

3) **Name of Board, Committee, Council, Sections:**

4) **Meeting Date:**

5) **Attachments:**
   - Yes ☒
   - No ☐

6) **How should the item be titled on the agenda page:**
   - Board Member Recusal

7) **Place Item in:**
   - [ ] Open Session
   - [ ] Closed Session

8) **Is an appearance before the Board being scheduled?:**
   - [ ] Yes (Fill out Board Appearance Request)
   - [ ] No

9) **Name of Case Advisor(s), if required:**

10) **Describe the issue and action that should be addressed:**

    Review information regarding ethical and legal obligations to recuse on certain matters at meetings.

11) **Authorization**

    | Signature of person making this request | Date |
    |----------------------------------------|------|
    | s/Amber Cardenas                       | 10.4.2016 |

    | Supervisor (if required)               | Date |
    |----------------------------------------|------|

    | Executive Director signature (indicates approval to add post agenda deadline item to agenda) | Date |
    |-----------------------------------------------------------------------------------------|------|

**Directions for including supporting documents:**
1. This form should be attached to any documents submitted to the agenda.
2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director.
3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.
Recusal

Board members are charged with making decisions that objectively represent the voice of the public, members of the profession, and those seeking entry into the profession. This means that as a board member you are not an advocate for a private interest group or professional association. As a public official, you are held to the highest standards of ethical and professional conduct, and should strive to avoid any relationship, activity or position that may influence the performance of your official duties as a board member.

It follows that you must recuse yourself from any conflict of interest that would compromise your neutrality in making decisions on the board. Ask yourself, “can I decide the issue, fairly and without bias, prejudice, or the impression or appearance of impropriety?” If not, you should recuse from the matter.

A conflict of interest is a type of interest that would result in some benefit, perceived benefit to you, or a bias or perceived bias in favor of or against a particular matter. Under any of the above circumstances, you may have an ethical duty to recuse. Factors to consider in deciding whether to recuse are whether the issue at hand involves a colleague, friend, family member or someone with a close business or social relationship. If yes, then it may be proper to recuse yourself from the matter. The more remote the relationship, professional association, or knowledge becomes, the further you may be removed from bias. You must consider whether you can render an impartial and unbiased decision.

Finally, when acting as a case advisor, you have a legal duty to recuse when the case involves a contested matter which is being deliberated and voted upon. Examples include:

- Reviews of Administrative Warnings
- Petitions for Summary Suspension
- Complaints for Probable Cause (Med Board)
- Administrative Law Judge Proposed Decision and Orders (ALJ PDOs).

The Case Advisor must recuse him or herself and leave the room for any contested matter. Board Counsel should be present for contested cases to answer any legal questions and to provide information to the prosecutor should the case be remanded.

The Department of Safety and Professional Services greatly appreciates your willingness to serve the public and those in your profession. If there are any questions about whether a Board member should recuse, please contact Board Legal Counsel.

September 2016
AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Sharon Henes
   Administrative Rules Coordinator

2) Date When Request Submitted: 29 December 2016
   Items will be considered late if submitted after 12:00 p.m. on the deadline date:
   * 8 business days before the meeting

3) Name of Board, Committee, Council, Sections:
   Board of Nursing

4) Meeting Date: 12 January 2017

5) Attachments:  Yes  No

6) How should the item be titled on the agenda page?
   Controlled Substances Committee Report – Discussion and Consideration
   1. Guidelines: Best Practices for Prescribing Controlled Substances

7) Place Item in:
   ☒ Open Session  ☐ Closed Session  ☐ Both

8) Is an appearance before the Board being scheduled?
   ☐ Yes [Fill out Board Appearance Request]  ☐ No

9) Name of Case Advisor(s), if required:

10) Describe the issue and action that should be addressed:

11) Authorization

   **Sharon Henes**  29 December 2016

   Signature of person making this request  Date
   Supervisor (if required)  Date

   Executive Director signature (indicates approval to add post agenda deadline item to agenda)  Date

Directions for including supporting documents:
1. This form should be attached to any documents submitted to the agenda.
2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director.
3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.
# Agenda

**Sunday, March 12, 2017**

<table>
<thead>
<tr>
<th>8:00 AM - 5:00 PM</th>
<th>Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM - 5:00 PM</td>
<td>NLCA Midyear Meeting</td>
</tr>
</tbody>
</table>

**Monday, March 13, 2017**

### Day One

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 AM - 7:30 AM</td>
<td>Hop Scotch Aerobics</td>
</tr>
<tr>
<td>7:30 AM - 8:30 AM</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>7:30 AM - 5:00 PM</td>
<td>Registration</td>
</tr>
<tr>
<td>8:30 AM - 10:00 AM</td>
<td>Executive Officer &amp; Member Board President Leadership Forum</td>
</tr>
<tr>
<td>10:00 AM - 10:30 AM</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 AM - 12:00 PM</td>
<td>Executive Officer &amp; Member Board President Leadership Forum Continued</td>
</tr>
<tr>
<td>12:00 PM - 1:00 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 PM - 2:30 PM</td>
<td>Executive Officer &amp; Member Board President Leadership Forum Continued</td>
</tr>
<tr>
<td>2:30 PM - 3:00 PM</td>
<td>Break</td>
</tr>
<tr>
<td>3:00 PM - 5:00 PM</td>
<td>Executive Officer Leadership Council Networking Session</td>
</tr>
<tr>
<td>3:00 PM - 5:00 PM</td>
<td>Member Board President Networking Session</td>
</tr>
</tbody>
</table>

**Tuesday, March 14, 2017**

### Day Two

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 AM - 7:30 AM</td>
<td>Stretching/Meditation</td>
</tr>
<tr>
<td>7:30 AM - 8:30 AM</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>7:30 AM - 4:00 PM</td>
<td>Registration</td>
</tr>
<tr>
<td>8:30 AM - 9:00 AM</td>
<td>President’s Welcome and Board of Directors Update</td>
</tr>
<tr>
<td>9:00 AM - 9:15 AM</td>
<td>Leadership Succession Committee</td>
</tr>
<tr>
<td>9:15 AM - 10:00 AM</td>
<td>NCSBN Board of Directors Subcommittee Update</td>
</tr>
<tr>
<td>10:00 AM - 10:15 AM</td>
<td>Standards Committee Forum</td>
</tr>
<tr>
<td>10:15 AM - 10:30 AM</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 AM - 10:45 AM</td>
<td>Simulation Guidelines for Model Rules</td>
</tr>
<tr>
<td>10:45 AM - 11:30 AM</td>
<td>Legislative Update</td>
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<tr>
<td>11:30 AM - 12:00 PM</td>
<td>Bylaws Committee Update</td>
</tr>
<tr>
<td>12:00 PM - 1:00 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 PM - 2:00 PM</td>
<td>Next Generation NCLEX (NGN) Update / Forum</td>
</tr>
<tr>
<td>2:00 PM - 4:00 PM</td>
<td>Area I-IV Meetings</td>
</tr>
<tr>
<td>4:30 PM - 6:00 PM</td>
<td>Networking Reception</td>
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**Wednesday, March 15, 2017**

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<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:30 AM - 8:30 AM</td>
<td>Pearson VUE Breakfast</td>
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<td>8:30 AM - 9:30 AM</td>
<td>Keynote Address</td>
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<tr>
<td>9:30 AM - 10:30 AM</td>
<td>Opioids: Overview and Drug Testing</td>
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<tr>
<td>10:30 AM - 11:00 AM</td>
<td>Break</td>
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<tr>
<td>11:00 AM - 12:30 PM</td>
<td>Opioids</td>
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<td>12:30 PM - 1:30 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30 PM - 2:15 PM</td>
<td>Regulation: 2030 Outcomes</td>
</tr>
<tr>
<td>2:15 PM - 3:00 PM</td>
<td>Regulation: 2030 Outcomes</td>
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